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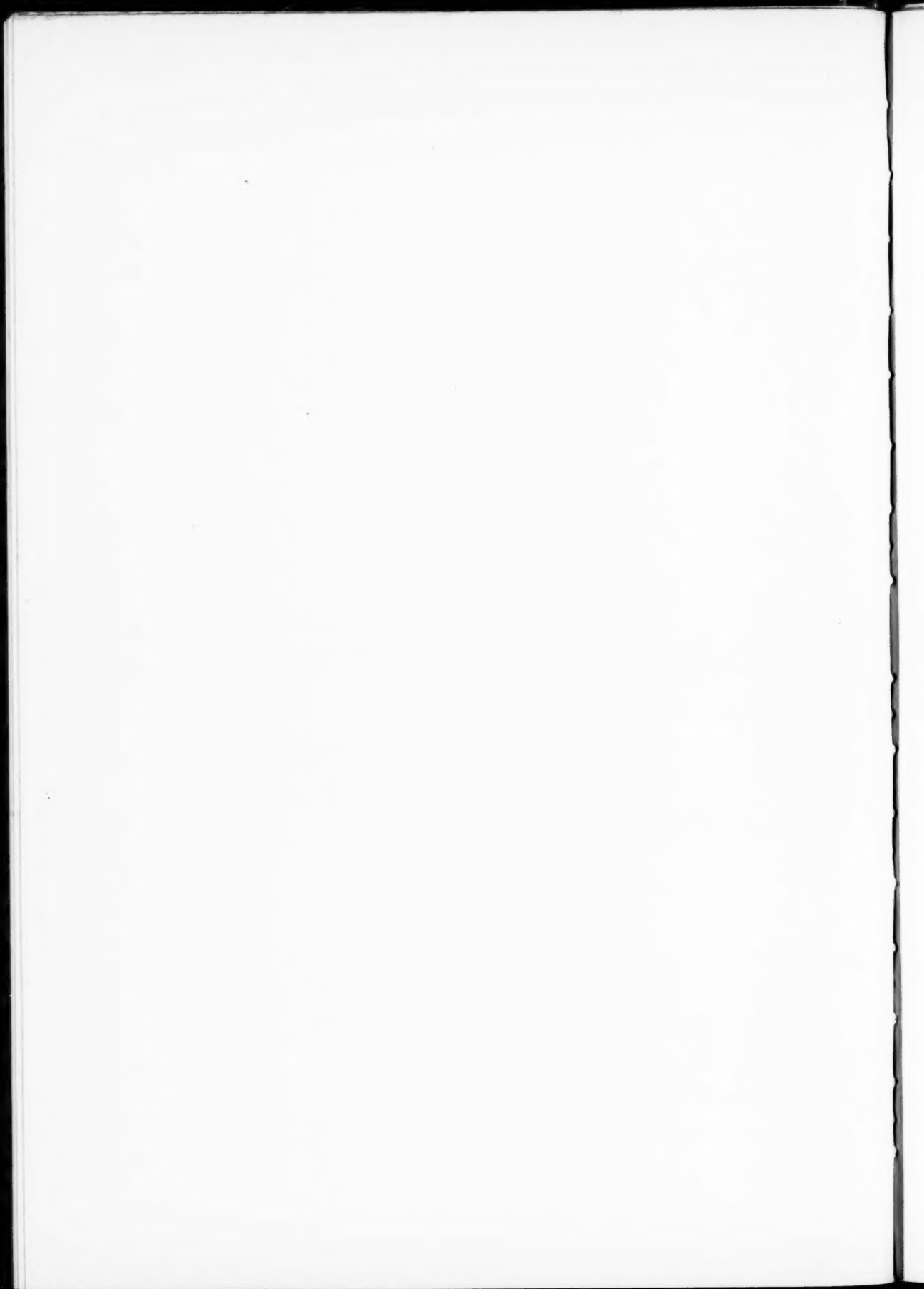
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No. 4

THE EVIL EFFECTS OF THE INVENTION OF PRINTING ON SOCIETY

by

ANTHONY THOMPSON

University of Cape Town Library

At a time when the invention of printing is receiving praise in all parts of the world, it may be permissible, and probably is wise, to call to mind the many evils which an apparently progressive invention may bring to the world. Most new inventions are hailed as wonders; an invention is a creation of the human mind, and, as such, is rare. But inventions often have been used for evil: motor-cars have developed into tanks, passenger planes into bombers, and gas ovens into suicide chambers. And it has been the same with printing.

The achievement of Gutenberg was the rapid multiplication of copies, which made it possible to spread learning and enlightenment. But printing also made it possible for an author to spread his thoughts or information far and wide, without much further effort on his own part. Any man with money could have his writings multiplied and popularized, not by his own exertion, but by simply paying a printer to do it for him; printing was a labour-saving device which put the monied writer in a stronger position than the poor scholar. Herein lies the first and continuing evil of the invention of printing. Like the Industrial Revolution of the 18th and 19th centuries, it was to render many poor but deserving people destitute, and to give great power and influence to those who did not always merit them.

The invention of printing was like the picking of the apple off the tree of knowledge; it gave man great knowledge and great power, to be used for good or for evil. How is it, then, that man, with his power to print, has not been expelled from the Garden of Eden? Has not the printing press been enough abused? Is not the power of print used for devilish propaganda, to enslave men's minds, and to hurl nations into war?

If we observe and think carefully, perhaps we shall discover that man has already fallen, that evil powers have seized the printing press, and that mass propaganda is quickly enslaving our standardized minds. Let us glance at history, and observe what has happened during these five hundred years. The important thing to know in the story of the printed word is how far its vast power was exploited at different periods and who the exploiters have been.

* * *

After printing was invented in about 1440, its chief function was to multiply editions and copies of the Bible in modern tongues, with the result that many who had hitherto regarded the Church and the priests as the infallible source of spiritual comfort, were now able to read the printed scriptures for themselves, and puzzle out their own salvation. Gutenberg's 42-line Bible, printed in 1456, was one of the first achievements of printing and typography, and appeared just as the forces were gathering for the Reformation of the Church, and at the dawn of the Renaissance of learning; it also curiously coincided with the fall of Constantinople in 1453, from which the beginning of the Renaissance is usually reckoned.

The first effects of the printing press were largely good. Gutenberg's invention helped to free the human mind from two ideas which too forcefully dominated the Middle Ages. One was the idea of the infallibility of the Church, and the inability of the ordinary man to think out his own salvation; the other was the belief in a golden age in the past, and in the subsequent degeneration of man—in other words a complete lack of belief in human progress.¹ In the 16th century the place of the infallibility of the Church was taken, in the Reformed churches, by a belief in the infallibility of the newly-printed Bible, and—even more significantly—by a belief in each man's ability to interpret it for himself. Here we may quote Zerener, to show that printing and the Reformation actually did go hand in hand:—

"Booksellers and printers in North Germany were amongst the first Lutheran converts, yet the book-trade suffered more than any other trade from the spread of Lutheranism and the consequent decline in culture." (Zerener, H. *Studien über das beginnende Eindringen der Lutherischen Bibelübersetzung*.)

The book-trade and Reform, then, were so closely linked up, that the strictness of Lutheranism actually caused the book-trade, and the printers, to suffer for a while.

The second dominating medieval idea—that of a golden age in the past—was gradually superseded by a new faith in man's ability to think out his problems for himself. This faith in our own reason was long in spreading, and without the printing press it almost certainly would not have spread. In the Elizabethan period in England the level of intelligence of the ordinary man was unusually high, his wit sharp, and his power of concentration very great. We have only to read some of the Elizabethan pamphlets and dramas to observe the involved thoughts and the richness of allusion and metaphor which was understood by the mixed Elizabethan audiences. Before about 1650 authors had not discovered the power of the sentimental appeal, and Elizabethan authors did not trouble to supply happy endings to please their readers. The printing was used then, not as a profit-making concern so much as simply as a means of copying and so of spreading legends, witty tales and entertaining dramas.² The printed word had not yet been exploited for evil ends. England's flowering of vigorous literature and thought in the 16th century was during the happy innocent days of the printing press. The reading public was steadily expanding, and by the middle of the 17th century every Puritan family possessed its copy of the Bible. So far, the printing press had done its job of spreading enlightenment and encouraging the independent mind. Men were learning so quickly to think for themselves that the 17th century brought revolution in England, the 18th century brought revolution in France, and a new belief was awakened

¹ cf. Bury, J.B. *The idea of progress*, 1928. p. 37 sqq.

² cf. Leavis, Q.D. *Fiction and the reading public*, Chatto & Windus, 1932. Pt. 2, *The past*.

in men's hearts in a golden age, not in the past but in the future, to be attained through material progress.

But at the same time a new phenomenon was making its appearance, a thing which to-day dominates our lives, and which we think we could not possibly live without. This phenomenon is journalism. By journalism is meant that kind of writing which must amuse at any cost ; it must make money ; therefore it must sell ; and therefore the writer must know the technique for exploiting emotional responses. Journalism, thus defined, is found not only in newspapers and magazines, but in every kind of cheap literature, from sentimental schoolgirl stories to advertisements on roadside hoardings.

From 1440 till about 1740 the good done by the printing press outweighed the bad. Thanks to the very rapid spread of the use of movable type, the spread of enlightenment and the exploding of superstition reached a full development in the 18th century. In 17th century England the Bible Bunyan and *Paradise Lost* had been the popular literature of all who could read, and by the middle of the 18th century one of the first historians to write a cultural history of the world, Voltaire, had nothing but praise for the printing press, which, he said, "has up till now fulfilled its task of exploding superstition and spreading enlightenment."³ In Holland many Dutch printers had done a great service for two centuries by printing books forbidden in England, France and elsewhere for religious and political reasons.

But the tide was turning. Journalism had made its appearance, and the "age of enlightenment" also ushered in the modern newspaper. The London *Times* was founded in 1784, and fifty years earlier journalism had been creeping into serious literature in the hands of Addison, Steele and Daniel Defoe. It must be remembered that Defoe did not turn from journalism to novel-writing until he was fifty-nine, and in need of more money!

It is impossible here to trace the development of the modern newspaper. The 19th century perfected the roller press and paved the way for soaring circulation figures, sensational bumper sales, and finally for the state-controlled propaganda press of the 20th century dictatorships.

H. G. Wells, in one of his early scientific romances (*In the days of the comet*, chap. 3.), written at the beginning of this century, describes the whirling bustle of a modern newspaper press, the hurling rush of its distribution by rail and road, and the vicarious unsatisfying pleasure ultimately enjoyed by its avid readers : "For the space of a few hours the whole country was dotted white with rustling papers . . . men and women in trains, men and women eating and reading, men by study-fenders, people sitting up in bed, mothers and sons and daughters waiting for father to finish, reading headlong, or feverishly ready to read. It is just as if some vehement jet had sprayed that white foam of papers over the surface of the land . . . And then wonderfully gone—gone utterly . . . the whole affair a noisy paroxysm of nonsense."

Since H. G. Wells wrote this description more than a quarter of a century has passed, and the science of propaganda has been most devilishly perfected in Germany. The power of the printing press was made use of in Russia after the 1917 revolution, and improved upon by the Fascists in Italy ; but in Nazi Germany it has become an infernal

³ Voltaire : *Essai sur les mœurs et l'esprit des nations*.

science based on the psychological experiments of Pavlov on conditioned reflexes. And now the press and the radio have helped to enslave ten countries of Europe.⁴

Simultaneously with the growth of journalism, another kind of slavery has arisen as the result of cheap printing—the slavery of reading cheap fiction in endless stupefying quantities. This kind of fiction is read, not as literature, nor as recreation, in the proper sense of re-creating our energies; it is read as a soporific by tired workers who cannot put up with their own thoughts while going home in the train.

Journalism and cheap fiction have grown up hand in hand. At the end of the 17th century Restoration England had begun avidly to read scandalous key-novels by Mrs. Aphra Behn and Mrs. Manley. The eighteenth century novelists soon learned how to exploit the sentiments of their readers; Mlle de Scudéry in 17th century France, and Samuel Richardson in 18th century England were pioneers of the popular sentimental novel, which gave place at the end of the 18th century to the Gothic thrillers of Horace Walpole and Mrs. Radcliffe, and to the sloppy French idyll *Paul et Virginie* of Bernardin de St. Pierre. In the 19th century the output of cheap fiction increased as quickly as the newspaper sales mounted, until 20th century libraries find themselves treasuring a precious nucleus of good books in the midst of a crumbling mass of old and dusty cheap novels.

To-day the mass of printed matter is so great that the indiscriminating diffusion of knowledge can no longer satisfy the needs of our rapidly changing society. The multiplication of information and of fiction in mere quantity leads to manifold abuses, just as it is quite unsafe to sit a child at a banquet and let it eat what it fancies. Unorganized plenty is a luxury which leads to vice. During the last 50 years the public library has followed the policy of simply throwing quantities of literature onto the reading market, without taking enough responsibility for the results.⁵ The present orthodox theories of book selection advocate the satisfaction of the demands made by the public on the library, however low the taste of the public may be. There are certain public libraries in South Africa which do not even trouble to study the demand, but simply buy so many dozen books in bulk from the bookseller! If we librarians are to become more aware of, and wary of, the abuses of print we shall have to adopt a more improving attitude to the selection of light reading matter. The Union Government issues from time to time in the *Government Gazette* lists of condemned publications which are not allowed to enter the country. But in spite of this there is a deplorable amount of cheap degrading reading matter in circulation. This is due in part to the lack of policy of our public libraries, and in part to the profit-making motive of the commercial libraries.

The average commercial library, charging 2d. or 3d. a week for a book borrowed, does not care in the least how sloppy, badly written, or horrific the rows and rows of cheaply bound volumes may be, as long as a sensation-loving public pays enough twopences to make a profit. There are of course good commercial libraries, which provide excellent books for small subscriptions, but these do not counteract the effect of the bad ones. It is too easy for the clever money-maker to exploit the lower instincts of a public already trained to yearn for romantic compensations for a life of drudgery.⁶

⁴ cf. Chakhotin: *The rape of the masses*, 1940.

⁵ cf. Wellard, J. H. *Book selection*. Grafton, 1937. Part 1, Historical.

⁶ cf. Leavis, Q.D. *Fiction and the reading public*, chap.4.

Defenders of sensational and romantic fiction as a soothing drug will argue that the tired worker badly needs an escape at the end of a hard day. But if this escape is in light fiction, which is usually bad fiction, then why read at all? Reading *per se* is certainly not an educative or recreative habit; it too often has a lowering influence, both mental and physical, on a tired mind and body that needs movement or laughter to recreate inner harmony and joyful energy. We avid fiction readers of the 20th century try to find in fiction what Schiller, in his *An die Freude*, so rightly said was only to be found in joy:—

Deine Zauber binden wieder
Was die Mode streng geteilt.
(For, thy magic joins again
What the fashion cleft in twain.)

We have only to observe our children to see how, after a long day's drudgery at school, mind and body can best be refreshed. It is done, not by hiding in a stuffy corner with the least common denominator of fiction that the tired mind can absorb, but by a spirited rag with a ball in the open air, and peals of laughter over next to nothing, especially after meals! But, sadly enough, the process of growing up seems to rob us of our simple recreations. Schiller's "fashion" (or "convention") drives us shyly into corners with books.

It is not now as it hath been of yore,
Turn wheresoe'er I may
By night or day
The things which I have seen I now can see no more.

And so we seek a compensatory drug in what Aldous Huxley in an essay on *Writers and readers*⁷ describes as "that vast corpus of literature which is not even intended to have any positive effect upon the reader—all that doughy, woolly, anodyne writing that exists merely to fill a gap of leisure, to kill time and prevent thought, to deaden and diffuse emotion . . . Reading has become, for almost all of us, an addiction, like cigarette-smoking. We read, most of the time, not because we wish to instruct ourselves, not because we long to have our feelings touched and our imagination fired, but because reading is one of our bad habits . . . Deprived of their newspapers or a novel, reading-addicts will fall back on cookery-books, on the literature wrapped round bottles of patent medicine, on those instructions for keeping the contents crisp which are printed on the outside of boxes of breakfast cereals . . ."

The average daily issues of a public library are usually between 60 per cent. and 70 per cent. fiction, most of which answers to Huxley's description, so it is evident that the multiplication of copies of poor books does lead to abuse. This abuse of print might easily be controlled by the librarian by means of discriminating book selection, if it were not for one great obstacle; he could bring his public up to him instead of going down to his public, if only the reading-addicts would not desert the public library in favour of the 2d. commercial which is eagerly offering them all the drug-stuff they want. The only possible antidote to this is the suppression or control of the commercial libraries, not because we librarians wish merely to extinguish our rivals, but because it is immoral to exploit the lower sensibilities of the public for profit.

So this is the cardinal evil of the printing press in our time: the enormous consumption of printed matter, regardless of its quality, made possible by a highly developed

⁷ *The olive tree, and other essays*. Chatto & Windus, 1936.

technique amongst authors of exploiting the emotional responses of readers, and by the profit-making motive of newspapers and commercial libraries.

To-day this mere diffusion of knowledge, this free trade in reading matter, does not answer the demands of society. It is too slow and the wrong thing reaches the wrong person. A time has come, too, when social and political judgments must be made as quickly and as scientifically as a medical diagnosis. We cannot afford once more, in twenty-five years' time, to allow a maddened Germany to murder a weakened France and threaten a complacent British Commonwealth. Social diagnosis must be quick enough to prevent war, and for this purpose social and political knowledge must be as quickly available to the wise statesman as medical knowledge is available to the clever doctor.⁸ Knowledge to-day is so vast, thanks to the printing press, and overmuch reading has so blunted our memories, that it must be wonderfully organized for reference in our libraries, and all the "doughy, woolly, anodyne writing" should be burned. We do not want quantity in reading matter; we can do without bad fiction and trivial information. But we do need well-stocked, well-classified, well-catalogued libraries, not only in the big towns, but everywhere throughout this under-organized land. This is the best antidote to infectious bad writing.

The evils of uncontrolled printing are too great to be ignored. No enlightened doctor would allow his patient to be exposed unnecessarily to dirt and disease, and to loose and roving germs, which prevent sparkling health; then why are loose and roving words allowed to be in free circulation, which prevent the citizen of a democracy from making clear and certain judgments?

⁸ cf. Wallas, Graham : *Social judgment*, Allen & Unwin, 1934.

BY THE WAY

The Library at Michaelhouse School. A description of the Library appears in *School library review*, 2 : 173, Xmas term, 1939, and 2 : 188, Spring term, 1940, with illustrations.

Illustration of children's books. An article on this subject by K. J. Ling appears in *The Library assistant*, 3 : 67-73, Apl. 1940.

Series and sequels. *Wilson bulletin for librarians*, 15 : 42-47, Sept. 1940, gives a list of children's books which belong to series and sequels, in the order in which they appear in their set.

Bedford School (England). Library supplement. March 1940.

This well-produced 15-page pamphlet constitutes a survey of a choice of books suitable for a high school library. It opens with an article on books recommended on *Current affairs*, followed by one on a random selection of lighter literature. The remainder comprises reviews of worth-while books in the fields of literature, classics, science, history, and modern languages, written partly by the staff and partly by the boys, and seems to testify to an intelligent use and appreciation of the school library.

Taylor. L. E. *The Library and the child* (In : *S.A.L.* 7. nos. 3 and 4, and 8, no. 1, Jan., Apl., July 1940). The *L.A.R.* for September, 1940, p. 248, draws attention to this article, and says that "no children's librarian should overlook this article."

ASPECTS OF LIBRARY CO-OPERATION

by

D. H. VARLEY

*(continued from p. 115)**Criticisms and Answers*

The following were the main criticisms voiced :—

1. The independence of the suburban libraries would be assailed.

No form of co-operative organization exists in which the parties co-operating preserve absolute independence. The present scheme aims at preserving what is best in the independent libraries, *viz.* the local initiative and knowledge, and supplementing and broadening these to the general benefit.

To the criticism that centralization crushes local initiative, one could answer that although centralization always has some drawbacks, these are of the kind that can be controlled by negotiation. If a course of action involving a measure of centralization is shown to be for the general good, it is in the public interest for individuals to support such a course while safeguarding local interests. In the present case it is submitted that the scheme is in the public interest since it seeks to use public moneys in the most economical and practical manner possible.

Arguments based on the "loss of independence" theory follow almost exactly those used when the amalgamation of the municipalities was discussed thirty years ago. They carry no more weight now than they did then.

2. The suburban libraries are adequately serving their subscribers.¹ S.A. Library Committees, and the public at large, are handicapped by being unable to compare the work of libraries here with that of libraries overseas. The film of the Johannesburg Free Public Library recently shown in Cape Town gave many interested laymen a new and concrete impression of the possibilities of library work in the Union, given the planned use of resources and adequate financial support. The first and greatest problem of local libraries, whether free or not, is to increase their usefulness and their membership; and the scope of extension work with clubs, schools, factories and cultural societies is inexhaustible. No librarian worth his salt will admit that his library is good enough; and most committee members in the Peninsula are aware that their libraries can be improved, and are ready to welcome suggestions to that end.

3. Local committees might lose some of their present powers. It was suggested in discussion that the form of representation chosen might follow that of the School Boards. As it was, there were eleven libraries with committees of at least 10 members each and usually more. The Council, by virtue of their increased grants, would require increased

¹ Or, as one Committee member put it, apart from one controversial question, they have no problems at all.

representation on the central committee. The form of representation would in the final event depend upon negotiation between local libraries and the Council, and the latter would set up the conditions of federation or amalgamation. None of this invalidated the "workability" of the scheme as a whole.

4. Fear of losing book-selection powers.

The best form of book-selection yet evolved is that in which a trained librarian (whose vocation it is) makes the first choice of books, and has them controlled and augmented by a committee on which specialists are co-opted. In every existing city system with branches, the initial selection of books is controlled and guided by local needs and suggestions.

No library need fear a diminution in its book-supplies; on the contrary, the scheme provides for an increase in the supply of new books, through the advantages of bulk purchase.² Each library would receive not only its quota of new books for permanent use, but also regular circulating supplies of books of a particular kind—travel, literature and so on, over and above the normal quota.

5. Local needs would be neglected.

On the contrary, the scheme proposes to increase the effectiveness of local libraries within their areas by giving them more books, and eventually larger buildings, and by entrusting to the local librarian the task of getting and keeping in direct touch with every local need and activity.

6. Local libraries might lose their rights in buildings, books and furniture that they have spent much effort in acquiring.

Whatever form of co-operation is eventually decided on, it is for the Council to determine the conditions on which local interests will be safeguarded; but there is no reason to believe that these will be other than liberal. This is a matter of contract between each library and the Council, and does not affect the practicability of the scheme as a whole.

7. Present staffs may lose their posts and be superseded by "spectacled graduates."

In most cases the assistants now employed are untrained. The proposed scheme, if effected, will involve an expansion of the whole library field in the Peninsula; and there will be room for both the few trained assistants who are available, and for the present staff members who are able to comply with minimum educational qualifications. The sponsors of the scheme aim at securing for all librarians the status of municipal civil servants, and equivalent pay.

Facilities already exist at the University of Cape Town for part-time students, especially those employed at local libraries, to attend courses in librarianship leading to a Diploma. The right of appointment of staff would in any case remain subject to the approval of the City Council.

8. The free library principle will break down when the non-European population claim the right to use the libraries.

The scheme provides for the organization of separate libraries for the coloured. Provided that the service provided in these libraries is comparable with that in Europ-

² Most local libraries receive a discount of 15 per cent. off S. A. selling prices (English prices plus 25 per cent.). A library like Johannesburg P.L., with a powerful buying grant, can obtain a far more favourable discount than this.

ean libraries (i.e. does not consist of a poor shadow of the European libraries), there is no reason why the problem of mixed readers should arise. At present the non-Europeans have a strong claim to use the existing libraries because there are practically no other facilities at all.

9. Some committees approved of the scheme in principle but disliked the prospect of being associated with the South African Public Library, which had in the past pursued what they considered a conservative policy.

There is, however, no other possible centre ; and by effecting improvements, the library has already begun to equip itself for the transition to a free municipal system, should the proposed scheme mature. Not only is there ground available for building a central lending library, but there is room also for the necessary administrative offices and a children's library, both of which are badly needed. This ground belongs to the Trustees of the S.A. Library, who would make it available if the necessary financial support for building and maintenance were forthcoming.

10. It was asked last June : why, if the S.A.P.L. is so keen on the project, does it not persuade the City to make it free, regardless of the existing local libraries ?

The answer to this is that the S.A.P.L. has already made this proposal, particularly in view of the fact that if the libraries of the Peninsula are reorganized, the first step will have to be the municipalization of the Central lending library. The Council, however, has taken the view that it is not anxious to subsidize a central free library in competition with local suburban subscription libraries. This was why the opinion of the local libraries was invited in April, 1939.

Existing Alternatives

There are at present three alternatives :

(i) All publicly supported libraries in the Peninsula might join voluntarily a federation or system of close co-operation, details of which would be settled by negotiation ; the system to be subsidized by the City Council and organized from the central library on a free basis.

(ii) The S.A.P.L. alone might "go free", in which case the Council would probably withdraw support from the local libraries, and eventually establish its own free branches.

(iii) No change ; the present unsatisfactory situation, with all its wastage, to continue indefinitely.

It has been asked whether any form of co-operation short of the kind sketched above could be built up—such as the exchange of facilities under the present framework. Although something of this sort could be attempted, it would not solve any of the basic problems arising, and would in the speaker's opinion involve very considerable adjustments between existing libraries. The present position, therefore, is that the S.A.P.L. is marking time. For the duration of the War little is likely to be done by the Council ; meanwhile it is important that everyone concerned with the use or administration of libraries in the Peninsula should have explained to him or her the implications and advantages of co-operation.

The libraries of the Union are lamentably backward, partly because their administrators and users present no weighty or unified body of opinion to the financial authorities who matter. There are two ways of stirring such authorities to action :

- (i) to enlist vested interests, as in some big scheme like the Harbour Extension. This method will not work so far as libraries are concerned.
- (ii) To educate and enlist public opinion—as with the Cape Point Game Reserve. Such a method can only succeed if the result aimed at is demonstrably for the public benefit. Any movement for the improvement of libraries in the Union must therefore be based on the assumption that they are for the benefit of every member of the general public, and not for exclusive groups.

The scheme of co-operation put forward by the South African Library, to be modified by negotiation, is based on this assumption, and it is submitted that on these grounds alone it is worthy of the close and sympathetic attention of every member of the public. The S.A.P.L. would welcome a further expression of opinion by some such body as the Inter-Library Committee which met in 1934 and again in 1939.

The speaker concluded by appealing to all librarians and interested laymen in the Cape to co-operate in the formidable work of library development that undoubtedly lay ahead.

Note on financial implications

The cost per head per annum of an efficient library service in Europe and America is 2s. At this rate, the cost for a population of 150,000 would be £15,000 p.a. Theoretically the additional cost of service to 150,000 non-Europeans would be an equivalent amount; actually for several reasons it would be substantially less. Further, by undertaking the administration of the central library the S.A.P.L. would share the expense of executive officials between lending and reference functions; and the total cost of a library system reaching every citizen of Cape Town is estimated at £20,000 to £25,000 p.a. which is half the amount now being provided by the Johannesburg Municipality for its library service. Structural alterations would include the building of a central lending library with administrative offices, and eventually, the enlargement of branch centres.

The first step proposed was to ask the City to increase its grant to the S.A.P.L. by £5,000 p.a., from £2,400 to £7,400.

It has been estimated by a former Mayor of Cape Town that the scheme proposed would involve an addition of not more than one sixteenth of a penny to the rates.

APPENDIX

Extract from Report of General Purposes Committee to the Cape Town City Council. 29th Feb. 1940. Minutes, p. 699-700

Your Committee has given further consideration to the proposals for library reform and re-organization which were submitted to the Council in 1938 by the Trustees of the S.A.P.L. and which formed the subject of a report to the Council in July, 1939.

It will be recalled that such proposals envisaged the following:—

- (i) The separation of the functions hitherto performed by the S.A.P.L., i.e. a national reference library and a circulating library of current literature.

(ii) The assumption by the Government of responsibility for the national library and by the Municipality of financial responsibility for the circulating library.

(iii) The organization of the existing suburban libraries into a system depending on and as branches of a central administrative block and free lending library to be established in an entirely new building, the system to be eventually extended to provide for the non-European section of the population.

(iv) The building of the proposed central administrative block and free lending library either near the present S.A.P.L., or on a site on the reclaimed foreshore or in the re-planned Adderley Street.

Your Committee then reported that it was not at that stage in a position to submit any detailed proposals for the consideration of the Council based on the suggestions of the Trustees. It pointed out that the scheme was of a far-reaching nature and that many questions, financial and otherwise, of direct concern to the Council would require careful study. Further, that since the contemplated reform and re-organization affected the existing suburban libraries to a very close and intimate degree, consultation and collaboration with the governing bodies of these institutions was considered essential.

Discussions accordingly took place between your Committee, the Trustees of the S.A.P.L., representatives of the suburban library committees and the Council's nominees on such committees in an endeavour to evolve a generally acceptable scheme, and a meeting held in the library of the City Hall on the evening of the 30. July, 1939, revealed considerable differences of opinion. It may also be recalled that, as a result of a suggestion made by your Committee, the Centenary Council—although no definite scheme was available—was asked provisionally to earmark as part of its programme a sum of money (say £5,000) for possible library development in connection with the Centenary Celebrations, but the war intervened and with it the abandonment of the proposed Centenary Celebrations.

The foregoing briefly summarizes the position since the Trustees of the S.A.P.L. first addressed the Council in September, 1938, and your Committee has noted a protest lodged by Councillor A. Z. Berman that no steps were taken to influence financial provision in the estimates for the current year in connection with the proposed scheme.

Your Committee, however, desires to point out that no agreed scheme or authoritative estimate existed, except a more or less general figure quoted by the Trustees that the capital expenditure upon the proposed circulating library would amount to £25,000 or £30,000 and annual maintenance to about £15,000.*

Your Committee considers that any further proposals relating to library reform and re-organization should be submitted to the Council in the form of a definite scheme agreed upon between the Government, the Trustees of the S.A.P.L., and the various suburban libraries, and, on the understanding that the Council is not to be committed in any way, has advised the bodies concerned that the Council will be prepared to give careful consideration to any such agreed scheme. The action taken in this matter is submitted for formal confirmation.

* Europeans only.

COMPARATIVE STATISTICS OF CAPE PENINSULA PUBLIC LIBRARIES

LIBRARY	Ward served	European Population 1936	No. of Subscribers	% of Pop.	INCOME			EXPENDITURE			Total Lending Stock	Annual Book Circulation
					City	Prov.	Subs.	Books	Staff	Rent		
S.A. PUBLIC LIBRARY	2-7 see Note (a) (**)	35,770	1,312	3%+	£ 2,420	£ (b)	£ 1,700	£ 3,033	£ 5,606	Free	120,000	122,363
GREEN POINT & SEA POINT CAMPS BAY	1. Sea Point	18,760	1,071 129	5%+	200 100	180 135	438 82	258 114	453 114	102 36	13,968	68,506
WOODSTOCK (c)	8. Woodstock	12,176	355		120	135	190	120	200	90	*12,500	*35,000
OBSERVATORY (c)	9. Salt River	14,259	828	3%+	120	135	390	306	212	Free	19,885	57,948
MOWBRAY (c)	10. Mowbray	13,787	217		150	135	201	111	200	90	*10,000	*24,000
MAITLAND	11. Maitland	9,592	191	2%	145	135	82	104	91	115	5,311	*20,000
RONDEBOSCH	12. Rondebosch	10,671	604	5%+	150	135	427	290	319	115	13,718	59,196
CLAREMONT	13. Claremont	14,426	395	3%	300	135	408	250	266	270	10,957	49,917
WYNBERG	15. Wynberg (d)	15,235	897	5%+	250	180	758	321	499	180	14,747	64,838
MUIZENBERG OPENBARE AFRIKAANS- NEDERLANDSE BOEKERY	14. Kalk-Bay (**)	6,141	270	4%+	150	135	184	146	186	Free	6,300	21,924
TOTALS		150,817	6,471	4%	1,685	1,575	3,283	2,112	2,699	883	240,313	548,628

N.B. There are also small libraries at Pinelands, & at Good Hope Village, Brooklyn, & in the Docks area (last two subsidized by Province).

* Estimate only. † Suburban libraries only. (**) Library serves whole of Cape Peninsula.

Notes (The statistics given are the latest available)

- For purposes of comparison, the figures for the 6 Central Wards (nos. 2-7) are given here. Actually, 50% of the full annual subscribers of the S.A. Library live in this area, 38% from Woodstock to Muizenberg, and 12% from Sea Point to Bakoven. There are also 80 country subscribers, not here included.
- Library receives Union Government Grant of £5,000 p.a. By Financial Relations Act of 1913 it was placed under the jurisdiction of the Central, not Provincial Government.
- These Libraries to a certain extent overlap the Wards shown. Their percentage has been averaged.
- Wynberg Library also serves Constantia and other scattered areas.

General Observations

- Only 4 out of every 100 European inhabitants of Cape Town use the Public Libraries. In Johannesburg the percentage is 11% overseas it is 20% to 25%.
- The total income from City, Province and subscriptions for all 10 libraries was £10,663, of which approximately 50% was contributed by public funds, and 50% by subscription.
- The cost of library service per head of European population per annum is 14d., but of this only 7d. is contributed by public funds, and 9d. out of every 100 do not benefit from this expenditure. The expenditure per head at Johannesburg and Durban from public funds is 2s.
- The cost per head of borrowers is roughly £1. 10s. The present system can therefore hardly be called economical.
- The City paid a total of £1,585 to suburban libraries, but £782 of this was reclaimed in rent.
- 4% of the European population read a total of approximately 550,000 books per year, or an average of 88 books each. A solid "reading public" does, therefore, exist.

THE 1928 LIBRARY CONFERENCE — BEFORE AND AFTER *

by

M. M. STIRLING

I HAVE renamed this talk "*before and after the 1928 Conference*" because, in order to appreciate the significance of that Conference, it is necessary to know something of what went before it. The Conference could not have had such good results if there had not been something to build on. Nothing was discussed at it which did not already exist, at least in embryo, and what the Conference did was, as it were, to assist at the birth of the modern S.A. Library movement. Free libraries, library service for the blind, library service for non-Europeans, rural library service, inter-library loans, school library services, children's libraries—all these and more were to be found in some form or another somewhere in the Union.

It is a fact, not so widely known as it should be, that South Africa was a pioneer in the free, tax-supported library movement. As far back as 1818, long before the Free Library laws of Britain and America had been promulgated, the public library at Cape Town was established and maintained by means of a tax on the wine industry of the Cape Colony. It was a free library until, in 1827, the tax was repealed. Thereafter it became an ordinary subscription library.

In 1822 a public library was opened at Graaff Reinet and was placed in charge of a respectable literary gentleman, far advanced in years. When this old gentleman left for Cape Town to better himself, the library closed down and was not resuscitated until 1847. Other early subscription libraries were Swellendam (1838), George (1840), Grahamstown (1842), Pietermaritzburg (1846), Uitenhage (1847), Port Elizabeth (1848), Durban (1853), Queenstown (1859), BeaufortWest (1860), and Kingwilliamstown (1861). It is natural that most of these libraries, having been in the field for so long, should possess valuable works of Africana. Some of them possess South African treasures that are unique. Some of the earlier librarians became famous historical personages. Pringle, the poet, and Sir John Molteno, the first premier of the Cape of Good Hope, and other eminent men were at one time of their lives assistants in the public library at Cape Town. Some of our earlier librarians were interesting characters in other ways. The first librarian of one of our largest libraries was a gentleman known to his intimate friends as Bill. He had a wooden leg which he had a distressing habit of scratching on all occasions. He was cured of the habit for a time at least when one day a friend came into the library, which happened to be rather full of people, and called out "Hullo Bill, got the white ants?" This same Bill was fond of conviviality and sometimes had rather more than "one over the eight". On one occasion he left a friend's house in the small hours of a very wet, pitch dark and dismal morning. The rain was coming down in torrents, the

*The substance of a talk given to a General Meeting of the Transvaal Branch on January 29, 1941:

roads in those days were primitive, but Bill feeling perfectly glorious, cheerfully set off to walk home. He trudged and trudged for hours finding the going getting more difficult with every step and apparently not getting any nearer his home. When daylight came it was found that his wooden leg had stuck fast in the mud and Bill had been walking round it all night.

In 1874 a tremendous impetus was given to library development in the Cape by the Regulations issued by the Colonial Secretary, J. C. Molteno (afterwards Sir John Molteno), providing for Government Grants to libraries on the £ for £ principle based on subscriptions received. The maximum grant (with certain specified exceptions) was fixed at £100, and no library in receipt of less than £25 a year in subscriptions was entitled to a grant. Probably Sir John's early experience as a Library Assistant contributed to his sympathy for the library movement, and there is no doubt that the fact that every large and small town and nearly every village in the Cape has its public library is almost entirely due to his influence. The Molteno Regulations, as they are called, were copied later by the Orange Free State, Natal and the Transvaal, and government grants were paid by these colonies up to the time of Union. Since Union, the provincial Administrations of Natal and the Free State have paid nothing in general library grants, and the Transvaal very little, but the Cape Administration has faithfully continued to carry out the provisions of the Molteno Regulations, with certain minor alterations.

Since their promulgation in 1874 the Molteno Regulations have remained practically unchanged. Their fundamental weaknesses are that grants are based on subscriptions and donations, thus giving no encouragement to municipal support, and that grants are given to libraries irrespective of their usefulness. A library, for instance, with 150 members each paying £1 subscription receives exactly the same grant as one doing twice the work with 300 members each paying 10s. subscription. When travelling in the Cape one is struck with the fact that frequently very small libraries have better and more attractive stocks than much larger libraries. I have in mind as an example one library with 50 subscribers at £1 each per annum. Naturally it receives a provincial grant of £50. There is no librarian, so that this little library is in a position to spend almost £2 per year per member on new books. Another adverse result of the Molteno regulations has been that to this day there is not a single free municipal library in the whole of the Cape Province.

In the Transvaal recently a step forward was taken in the payment of provincial grants. The Transvaal Administration now bases its library grants on the municipal support accorded to libraries and takes no notice of subscriptions.

The first suggestion that a South African Library Association be formed came from the Kimberley Library Committee in 1890. The proposal was forwarded to the Committee of the South African Public Library in Cape Town, and nothing more was heard of it. In 1905 a South African Library Association actually was formed but after its first general meeting at Johannesburg in 1906 the Association seems to have died a natural death. In 1918 a third attempt to form an Association was made by the then Librarians of Durban and Germiston but the effort was unsuccessful. In 1920 on the initiative of the Germiston Library Committee the East Rand Library Association was formed but that, too, gradually faded away owing to lack of interest.

The earliest proposal to have a free Municipal Library was made in 1894 by the Kimberley Public Library Committee. On consideration of the receipt of a municipal

grant of £250 a year the Library was to become free to all ratepayers—but no book could be borrowed free which had not been in the library for six months. The Kimberley Town Council did not accept the offer. In 1902 the Johannesburg Town Council offered to take over the public library and make it free to the public. On this occasion the Johannesburg Library Committee rejected the offer. In 1908 the Harrismith Town Council agreed to maintain a free library. This was the first free municipal library in South Africa. The example of Harrismith was followed by Potchefstroom in 1912, by Krugersdorp in 1920, and by Johannesburg in 1924.

In 1916 the Germiston Library experimented in free children's library service by allowing all school children in Standard VI and over to become free members of the library. The project was highly successful and it had the unforeseen effect of inducing many parents to become subscribers. In 1923 the Durban Municipality appointed a children's librarian, the first in South Africa.

In 1916, too, the Germiston Library instituted a circulating school library system in which all the schools in the municipal area participated. The system was aided by a grant from the provincial administration of 4d. per head of the school-going children in the area. This system was extended in 1921 to the whole of the East Rand and the grant increased to 8d. per school-going child per annum. Eventually the grant was reduced to 7d. *per caput* and the scheme extended to include the West Rand and Heidelberg school board areas.

About the year 1926, on the initiative of the Germiston Public Library, a scheme of inter-library lending was instituted for the East Rand. A meeting was held at Benoni at which representatives from Benoni, Brakpan, Boksburg and Germiston were present. Mr. (now Major) Griffiths, the Librarian of Benoni, acted as Secretary of the meeting which unanimously decided in favour of the proposal. The East Rand Inter-Library lending scheme was much more successful than the East Rand Library Association and for all I know is still in existence.

In the year 1927, in response to an appeal from Germiston, the Administrator of the Transvaal, the Hon. Jan Hofmeyr, appointed a committee to enquire into a proposal to establish free rural library service in the Transvaal. The Chairman of the Committee was Mr. Scott, then Director of Education and one of the members was Mr. Charles Christie, now President of the South African Library Association. The Committee reported unanimously in favour of the proposal and recommended that it be financed by the Province. The Transvaal Farmers' Free Library, as it was then called, was not started until the following year. By that time Mr. Hofmeyr had been transferred to the Union Parliament, and, instead of receiving the £4000 per annum asked for, an initial grant of £360 was made for the first year and a promise of £180 per annum thereafter. However from these small beginnings the scheme made excellent progress until to-day it is supported by a provincial grant of about £1,300 a year and has many rural library centres. Prior to 1927 and until the present day the Germiston Library had and has many country subscribers and in addition supplied, and still supplies, many small library organizations with books in bulk at a small annual rental.

In this same year—1927—Dr. F. P. Keppel and Mr. James Bertram, the President and the Secretary, respectively, of the Carnegie Corporation of New York, visited South Africa. During their tour these two gentlemen were so struck with the lamentable state of the majority of our public libraries that they decided to send two librarians of inter-

national repute to South Africa to make recommendations for the improvement of library service.

Accordingly in 1928 Mr. S. A. Pitt, city librarian of Glasgow, Scotland, and Mr. Milton Ferguson, State Librarian of California, arrived in South Africa. After touring the whole country visiting libraries, these two librarians convened the now historic South African Library Conference of 1928. This was and still remains the largest and most successful library conference ever held in South Africa. There were 81 persons present, including librarians and representatives of the Union Government, the Provincial Administrations, Universities, Schools, Agricultural Unions, Archives, Native Institutions and many other bodies. In the short space of three days the Conference discussed nearly every aspect of library service, including General Libraries, Children's Libraries, Libraries for the Blind, Non-European Library Service, School Libraries, University Libraries, the formation of a Library Association, and Professional Training. It made recommendations for a co-ordinated and all-embracing national library service involving expenditure in equal proportions on the part of the Union and Provincial Governments and the South African Municipalities and a large initial grant from the Carnegie Corporation. The national library service on the lines laid down by the Conference has not yet materialized but progress has nevertheless been made. After the Conference it was found that the Union Government was not prepared to finance library service as recommended and also that the Carnegie Corporation, while willing to make a grant for the establishment of a central library, could not see its way to make the large initial contributions recommended by the Conference. Amongst many outstanding things it is difficult to decide what was the most important outcome of the Bloemfontein meeting, but I think the award must be given to its unanimous decision in favour of free libraries. This was, I believe, the first public pronouncement on the subject by a representative gathering. In such a mixed gathering consisting largely of representatives of subscription libraries it was amazing to find such final unanimity on the necessity for libraries to be entirely free. Such arguments as exist—and some of them are difficult to overcome—in favour of the subscription system, were in the end swept away in the process of reasoned discussion. I have often thought that the best way of converting a community to the free library principle would be the holding of public debates on the subject. But all efforts—and they have been many—in this direction have failed. The fact appears to be that the opponents of the free library have, on the whole, such a poor case that they dare not put it to the test of public opinion.

One immediate and direct result of the Conference was the endeavour to practise library co-operation on an ever increasing scale. Bloemfontein is the natural centre of the Free State and has given many smaller libraries the privilege of drawing on its resources. In the same way Germiston, Durban and the S.A. Public Library at Cape Town have been serving an increasing number of smaller libraries in their respective provinces.

In 1930 as a result of the work of a Committee appointed by the Conference the present South African Library Association was formed. This Association has for its objects everything that will tend to the improvement of Library Service in South Africa—including the establishment of free libraries, professional education in librarianship, etc. The membership of the Association is now 344.

Since the Conference the following libraries, mainly in the Transvaal, have become

free :— The State Library, Pretoria, and the Brakpan, Benoni, Germiston, Springs, Randfontein, Utrecht and Durban Libraries. On the Witwatersrand there are now only two libraries that have not yet adopted the free principle. These are the Boksburg Public Library and the library of Roodepoort-Maraiburg. In the Free State the Bloemfontein Municipality has approved of the principle of a free library for the City but awaits a reduction of its present financial commitments before putting the plan into operation. In the meantime, assisted financially by the City Council, the Bloemfontein Public Library has established a very successful free children's library. In the Cape vigorous efforts are being made to link up all the Cape Peninsula Libraries under a free system.

In 1933 the Union Government consented to the State Library becoming the Central Library and a free local library on consideration of a gift of \$125,000 from the Carnegie Corporation and a greatly increased grant from the Pretoria City Council. Last year the State Library issued nearly 6,000 books by post to students and serious readers all over the Union.

Since 1928, as a result of Carnegie grants given to the Transvaal, (£1,000) the Cape (£2,300), the Free State (£500) and Natal (£500) libraries for non-Europeans have been established in these provinces. In the Transvaal a system of Libraries, operated from Germiston, has been established throughout the province. In the Cape Peninsula a free library service for coloured people is operated by the Hyman Liberman Institute and non-European libraries have been established at various centres in the Eastern Province—some very successful and others much less so. In the Free State the free library service for non-Europeans is confined to Bloemfontein and operated by the Public Library there. In Natal the Durban Municipal Library operates a school library service for non-Europeans.

In 1934 the Library Association became responsible for the annual correspondence courses in librarianship inaugurated by a Branch Committee consisting of Mr. R. F. Kennedy (organizer), Miss E. Hartmann, Miss P.M. Speight, and Messrs. E.A. Borland, P. Freer, and H. L. Maple. The first examinations of the Association were held in August 1934, and to-day there are 57 persons possessing the Elementary Certificate, 24 possessing the Intermediate Certificate and 6 possessing the Diploma of the Association.

The library which has made the most remarkable progress in recent years is the Johannesburg Public Library. During the last few years it has established branches for Europeans as well as for non-Europeans, a bookmobile service for suburban and outlying readers, a school library service for all the schools in the municipal area, a library of municipal literature, hospital library service, lectures to teachers, and finally, it has made the library entirely free by abolishing all deposits. It would be impossible to give an accurate figure representing the total membership of the library, as it increases so rapidly from day to day, but the last figures in my possession shewed over 50,000 borrowers.

In April 1937 the Inter-departmental Committee, appointed by the Minister of the Interior (the Hon. Jan Hofmeyr), to enquire into the general organization of the libraries of the Union, presented its report. Like all such reports it succeeded in pleasing nobody altogether. But it does mark another step forward. To me the most satisfactory part of the Report is that dealing with rural libraries. Briefly the recommendation is that rural library service should be the responsibility of the Provincial Administrations and

financed jointly and equally by the Union Government and the provinces. The Union Government has agreed to the principle of contributing subsidies to the Provinces on the £ for £ principle, for rural library service. The least satisfactory part of the Report is its failure to include any recommendation towards modern library legislation for South Africa. To quote the opinion of one of the most eminent jurists South Africa has ever seen, "In the absence of Union Library Legislation, the South African library position must remain chaotic."

In the library world, as in other spheres, South Africa owes an enormous debt of gratitude to the Carnegie Corporation of New York. Since the 1928 Conference the Corporation has spent the better part of £100,000 on South African libraries. It made possible the 1928 Conference, the establishment of the Library Association, visits of South African librarians to the United States, the establishment of the Central Library, the initiation of non-European Library services, and many other things which, without its aid, would still be unaccomplished or else still struggling in the mire.

PERSONALIA

DIJKSTRA—Miss J. H. Dijkstra, for five years Assistant Librarian at the Potchefstroom University College, has been appointed Librarian at the Roodepoort Public Library.

HOLDSWORTH—Mr. Harold Holdsworth assumed duty as Sub-Librarian at the University of Cape Town on 1st July, 1940. He studied at Leeds University, 1932-37, taking an M.A. degree with distinction in History, for the thesis *A social and economic history of the Highlands of Scotland, 1689-1745*, and the Diploma in Education in 1937. He became an exhibitor and diplomatist of the London University School of Librarianship, 1938-39. Since September, 1938, he has been Assistant Librarian in the Brotherton Library, University of Leeds.

Mr. Holdsworth obtained athletic colours of the Combined English Universities and of Leeds and London Universities at cricket, of London for hockey and of Leeds for soccer.

LEWIS—Miss V. Lewis, of the S.A. Public Library, has resigned after 19 years' service on account of ill-health.

LLOYD—Mr. A. C. G. Lloyd, the former librarian of the South African Library, Capetown, and a good shot at the birds, has written to say that he has joined the Home forces in England as a "parashot." He has remodelled the old tag, "Si vis pacem para bellum" (if you wish for peace prepare for war) to "Si vis pacem para shoot em." (*Natal Daily News*, 27. June, 1940.)

ROBINOW—Mrs. B. H. Robinow (Miss Minnaar), B.A., F.S.A.L.A., formerly of the University of the Witwatersrand Library Staff, and latterly employed there as temporary assistant, has been appointed assistant at the University of Cape Town Library.

TRAILL—Miss E.A. Traill, chief reference assistant at the S.A. Public Library, has retired after 34 years' service.

VAN DER LEIJ—Miss G. A. van der Leij, M.Sc., has resigned from the staff of the University of the Witwatersrand Library on her marriage to Mr. T. Rösch, of Pretoria, on 9. November.

VAN DER RIET—Dr. F. G. van der Riet, who has been appointed as Librarian at Rhodes University College, is a graduate of Stellenbosch University. He obtained his M.A. degree in French in 1932, and proceeded to the University of Paris where after nearly three years' study, he became "Docteur de l'Université de Paris", after presenting a thesis on medieval drama in the Netherlands. He is, as far as is known, the only South African holding this degree.

Dr. van der Riet is at present lecturing in the French Department at the University of Cape Town. He has been awarded a Carnegie Library Fellowship for a year's training abroad, and was due to leave for the United States in August. He hopes to study under Dr. W. W. Bishop at the University of Michigan Library School.

VON HOLDT—Miss E. Von Holdt, M.Sc., of the University of Cape Town Library, has been appointed assistant in the Reference Department of the Johannesburg Public Library.

TRAINING FOR LIBRARIANSHIP

*Symposium held during the Third Triennial Meeting
of the South African Library Association at Cape Town
18.-20. March, 1940*

SOUTH AFRICAN LIBRARY ASSOCIATION CORRESPONDENCE COURSES

Admission (from Minutes of Examinations Sub-Committee, 1. Nov., 1934)

"All entrants must be members of the South African Library Association. Non-professional students may be admitted to Part 3 of the Elementary Course only on condition that

- (i) With the exception of teachers they pay double the fees ;
- (ii) They satisfy the Chairman as to their reason for wishing to enrol ;
- (iii) They repudiate any claim to professional employment."

Advantages

- 1. All assistants may derive advantages irrespective of their *geographical situation*.
- 2. Rural students have the guidance of the *strongest teaching panel* available, as *tutors are drawn from the whole Union*.
- 3. *Fees* are extremely low, and within the means of all.
- 4. No tendency to flood the market, as only those already in *employment* are ordinarily admitted.
- 5. Three years *practical experience* is insisted on before Final qualification is awarded.
- 6. Membership of the Association is increased.

P. FREER.

THE UNIVERSITY OF CAPE TOWN SCHEME OF EDUCATION FOR LIBRARIANSHIP

by

R. F. IMMELMAN,

Librarian, University of Cape Town

"THE demands made upon the librarian of a modern large library are very great. Not only is he required to be thoroughly conversant with the entire range of library technique . . . and to possess administrative ability, but he must also be a man of the broadest culture . . . This necessarily entails intensive technical training and experience extending over a number of years, superimposed upon a sound university education or its equivalent. . . . The Committee is of opinion that little improvement in the position can be

anticipated until the demand in this country for trained librarians becomes such as will warrant the institution by one of the more favourably situated Universities in the Union of a complete course in librarianship, which will give due weight to the cultural as well as the technical aspects of the subject." Such is the finding of the Interdepartmental Committee on Libraries¹ and the same point of view is stressed by Dr. Henriot, a leading French librarian, viz.: "Instruction should be given in schools established for the purpose . . . schools for training . . . should be attached to universities . . . For the librarians of small towns the national library associations should organize correspondence courses."

In 1936 Dr. F. P. Keppel, President of the Carnegie Corporation of New York put the issue in the following words: "I wish to urge upon all who are concerned with professional education in librarianship that the full integration of the library school in the life of the university is an objective of the first importance."²

To-day there is a growing awareness of the need to examine carefully the qualifications necessary for librarianship. There can be little improvement in the professional status of the librarian, until the educational requirements of candidates for entrance to the profession are raised, until the type of training provided is of a calibre to win wider recognition. Before considering the professional training of the prospective librarian, one must be clear as to the nature of librarianship itself. The question naturally arises: what precisely is the librarian-in-training being educated for? In discussions on professional education the assumption is usually made that librarianship is a profession. But is it? If librarianship is to make good its claims to professional status, it must be built upon a liberal education.³

Lack of a professional philosophy hampers the library profession. Librarianship will obtain recognition equal to that of the older professions of law, medicine, etc., only as and when librarians have developed a comparable body of guiding principles. Librarians have no creed, no professional philosophy, how then can librarianship claim to be a profession? For this very reason librarianship in South Africa is not recognized as a profession: it has no status at all. In fact a member of a library committee recently expressed the opinion that "library work was after all only a useful way for a poor man to supplement his meagre earnings after his regular daily work was done."

What can the more established professions teach us? The status of any profession depends largely on the high standard imposed for admission to its ranks. The status of libraries in the community and of the library profession generally can be improved by the better professional and academic preparation of librarians. It is to meet this need that the University of Cape Town Course in Librarianship was instituted, in the conviction that it had a contribution to make towards building up a library profession in South Africa, which would be a *profession* in every sense of the word and would be recognized as such, as much as the medical or legal profession has been.

¹ *Report of the Interdepartmental Committee on the Libraries of the Union of South Africa.* Cape Town, *Cape Times*, 1937. p. 21-22.

² Memorandum from Frederick P. Keppel. In: *Conditions and trends in education for librarianship*, by Ralph Munn. Carnegie Corporation of New York. 1936. p. 49.

³ *The Library School Curriculum*, by Harriet E. Howe. (In: *Library Quarterly*, July 1931, p. 283-291.)

Professor Ernest J. Reece states in his book *The Curriculum in library schools*:⁴ "Instruction can be carried on best by a teaching institution . . . The library school with university affiliation results in clearer course organization and effort at conformity to academic practice." Universities are dealing all the time with educational problems and the problems of professional education generally. J. D. Cowley, Director of the London School of Librarianship, supports this point of view: "Training should be carried out in schools established for the purpose and, for the sake of the status of the profession, of university standing." In most other countries the idea has been generally accepted to-day that library schools should be integral parts of universities. The Williamson Report to the Carnegie Corporation of New York, in 1923, stressed the fact that education for librarianship, like education in other professional fields, should be provided in institutions devoted to teaching. This would mean that the requirements for admission to the Library School would be on a par with that for other professions. Teachers in a library school attached to a university have an opportunity of advising students of that institution on the choice of academic subjects to be studied in preparation for eventual admission to the library school. There is also a much wider field from which to select those students most suitable for librarianship and to influence first-rank students to adopt librarianship as a profession. Establishing library schools in the universities strengthens the curriculum, raises standards of teaching, permits contacts with academic staffs and brings the students into contact with other departments in the university and other fields of knowledge, thus tending to break down the splendid isolation of librarianship. Education for librarianship should be of such a nature "as to make librarianship academically respectable", in the words of Ralph Munn.

There is a difference, to be sure, between library training, which mainly involves routines and manipulation, while library education is concerned with problems, human situations, the thought processes in connection with such manipulations.⁵ A library school is principally concerned with the second factor, that is, with education for librarianship. In the University of Cape Town Course in Librarianship, stress is laid on the underlying principles, the objectives to be striven for: material is studied on a comparative basis and the most progressive, as well as the most comprehensive conception of librarianship is emphasized. The aim is to train library assistants who are intelligent enthusiasts in the library cause, who can interpret the library to the layman, who can assist in building up an informed body of public opinion in South Africa favourable to libraries, men and women who can become civic leaders, who can help to make the library an active cultural, social, and educational force in its particular community.

In any consideration of education for librarianship, one must bear in mind that library work involves clerical service, and administrative functions. When one speaks of training library workers the question naturally arises: for which particular aspect of library service are they being trained? This Course in Librarianship is certainly not designed to train technicians only, but rather to cultivate a broad professional outlook in its students. The instruction is related to the needs of libraries to-day: the functions

⁴ New York, Columbia University press. 1936.

⁵ *The Training Class*, by M. S. Scandrett. (In: *Library journal*, May 1938. p. 393-397.)

of libraries must be interpreted to its students and the teaching seeks to cultivate a critical attitude. The training is designed for the professional, not merely for the sub-professional grades. Librarians in South Africa, especially in the Cape Province, have too often in the past been altogether colourless, quite detached from community life, frequently mere clerical workers with no professional standing whatever. The University of Cape Town wishes to attract mentally alert socially-minded students of strong personality and with the best possible educational and cultural backgrounds. The curriculum is not intended to give students a training in the procedures of individual libraries, but to enable them to obtain a sound foundation and the necessary equipment to understand library procedures, which should enable them to adapt themselves to work in any type of library and to any particular post on a library staff.

The fear has been expressed that the University of Cape Town will produce masses of library assistants and so flood a limited market. That is not so. At the present time the University has not the facilities to train many more than a dozen or a dozen and a half students at any one time. Furthermore, all students are not studying full-time, which means that they do not all finish in the same year. Students are selected as rigidly as circumstances permit, both with regard to education, personality and general attainments. The standard of marking and of minimum pass marks in examinations is very high. Only the most promising student will attain the Certificate or Diploma. The University of Cape Town is not attempting to compete with any organization or institution: the lack of professionally trained librarians in the Cape Province is serious. Librarians and library authorities in the Cape are optimistic and believe the Province is on the eve of considerable library developments. The University is preparing library assistants to meet the demand with which the Province will find itself confronted in the near future. The Cape Branch of the South African Library Association, the Society for Book Distribution and many local library authorities are straining every nerve to bring that day nearer. If present trends are any indication such development is not far off.

Those librarians who are responsible for the teaching in connection with this Course, are endeavouring to study the problems of all types of library service in the Cape Province, to keep in touch with library development in different parts of the Province and to train prospective librarians to aid in remedying existing library conditions in the Cape. As an indication of this, the University Library clips all Cape papers every day for any item of library news and annual reports of public libraries in the Cape Province are collected. As far as possible this Library is endeavouring to establish contacts with the small rural libraries which abound in the Cape Province.

That the Course in Librarianship is not an isolated unit in the University is clear from the fact that a number of members of the academic staff each contributes a series of lectures at various times of the year: *e.g.* the professor of psychology on the psychology of the reader, the professor of architecture on library architecture, the professor of social science on the library and the community, the professor of commerce on the theory of public administration and business management, the lecturer in logic on the logical concept of classification, a lecturer from the electric engineering department on library lighting, etc. Besides the direct benefit to the students, it has had the indirect effect of acquainting the academic staff with the work of the Course. Special lectures are arranged from time to time *e.g.* on book-binding, government documents, etc.

Visits are paid by the students to as many libraries as possible, as well as to printing works, book-binderies, etc.

I wish to pay tribute to the whole-hearted support and collaboration of librarians at the Cape, in connection with this Course. Some have given special lectures on distinct phases of the curriculum; others have acted as external examiners for the final examinations; and several are actively engaged in teaching definite subjects throughout the year. Their willing co-operation has made it possible to institute the Course in Librarianship in the way it has been done. Three members of the University Library staff are also engaged in teaching some of the subjects of the curriculum. The Course as originally instituted at the beginning of 1939 has been modified and the scope widened this year. At the same time the entrance requirements have been tightened up.

All else being equal, graduates are given preference for admission as students. Newly-matriculated applicants are required to spend two years at least at the University and to take several B.A. or B.Sc. subjects during the first year before attempting the professional subjects in the second year. The Course is a one-year course if taken full-time; if taken part-time, at least two and possibly three years are necessary. Only two students completed the whole Course at the end of 1939. This year there are 4 full-time and 8 part-time students. A bursary has been awarded by the Hyman Liberman Institute to one student who is employed part-time in the Institute's Library and enabled to pursue his studies in librarianship at the same time.

Formal lectures are reduced to a minimum and classes are conducted as far as possible on seminar lines, by discussion of assigned readings and by projects. A considerable body of professional literature has been collected in the past couple of years: this forms a working laboratory for the students. Practical problems and written exercises supplement the teaching. It cannot be over-emphasized how important it is for students actually to use, examine and study books, periodicals, etc., which are mentioned in lectures. In this connection students have free access to the book-stock of the entire University Library, including its two branch libraries. The continuous reference to, and use of a large collection of professional literature is invaluable for presenting many points of view to the student, to accustom him to collect information on any topic and to become acquainted with the foremost writers on library matters—thus attempting to counteract that evil of South African education, viz. the prescribed text-book.

On completion of the Course, a Certificate in Librarianship is awarded; after two years service as a salaried official in a library and upon producing written evidence that such service has been satisfactory, a Diploma is awarded to graduates and to such non-graduates as have completed at least *four* B.A. or B.Sc. subjects. If a student attempts to complete the Course in Librarianship in one year, he is one of the busiest individuals in the University. A considerable amount of independent reading and written work is required. All work done during the year is taken into consideration for the final result. During the year each student is required to do three weeks' field work in an approved library or libraries, in order to acquire greater facility in, and acquaintance with routine procedures. This is often done before the commencement of the academic year or in the July vacation. Personality and aptitude for library work are taken into account in initial selection for admission and in the final analysis. If a student is successful in gaining the Diploma in Librarianship, it should carry weight as it is not easily nor indiscriminately awarded. The University wishes to be able to recommend with confi-

dence any student who is sent out as having successfully completed the Course. I feel I can state without exaggeration that the University of Cape Town Course in Librarianship has set a standard both as regards the actual teaching, the scope and content of the curriculum, which can challenge comparison with that of any overseas library school.

The broadest possible general education, preferably coupled with some specialization, and followed by intensive professional education, is, I believe, absolutely essential for effective librarianship. To achieve this will be to attain for librarianship what has been gained by the teaching profession nearly thirty years ago. The University of Cape Town has a contribution to make to South African librarianship; in that spirit the Course was instituted and in that way it is being carried on.

As Dr. Henriot pointed out in the quotation cited at the beginning of this paper, there is a distinct need of education for librarianship, both at a University and by means of correspondence courses. The correspondence course is absolutely essential for the library worker in the small rural libraries; and for those other workers who are not able to afford full-time study. But I anticipate the day when most of the library assistants in the higher and senior grades in the larger libraries will be required to complete at least one year at a university training centre. Preferably such a professional course should not be taken until the assistant has had at least two years' experience of working in a library.⁶ In this way the libraries will still be able to do a good deal of their own recruiting and students will come better equipped to profit by the Course in Librarianship. May one venture the hope that as time goes on it will become feasible to offer a second-year course of a more advanced type at a South African university and possibly in time a fuller post-graduate course leading to a degree in librarianship?

An aspect of education for librarianship which has been almost totally neglected in South Africa is that of giving workers in school libraries an opportunity of acquiring an elementary knowledge of library service. Why not institute for teachers a short concentrated course dealing with library methods, routines and principles at at least one University in each Province?

In conclusion I would like to add that the teachers connected with the University of Cape Town Course in Librarianship are very anxious to keep in contact with the libraries of the country: to learn to know their problems and difficulties, what they are striving for and what they are attaining. Constructive criticism from the libraries will be welcomed, as training to be effective must be purposeful and practical, by taking cognisance of the needs of the institutions which may be employing the students who qualify at the University of Cape Town in librarianship.

⁶ The Training of librarians, by Ernest A. Savage. (In his: *Special Librarianship in General Libraries, and other papers*. London, Grafton, 1939, p. 158-212.)

DIE KURSUS AAN UNIVERSITEIT PRETORIA

deur

P. C. COETZEE

1. Suid-Afrika, Engeland en Nederland is die enigste drie lande waar 'n stelsel van vakleerlingskap plus korrespondensie-kursusse beskou word as 'n genoegsame opleiding vir bibliotekarisse. Van die drie is die Nederlandse die verkieslikste omdat dit die bibliotekaris van die biblioteek waarin die leerling werk direk verantwoordelik maak vir voorligting. Die Nederlandse opleiding lê boondien baie meer nadruk op algemene kennis. Die skema wat in my referaat *Education for library service (S.A.B., dl. IV, no. 4, 1937)* behandel word is vir 'n groot deel op die Nederlandse stelsel gebaseer. In alle ander lande word universitêre of minstens vakschool-opleiding verkies.

2. Mens kan biblioteekwerk as 'n tegniek of ambag beskou of as 'n beroep waarvoor wetenskaplike opleiding nodig is. In die een geval is die biblioteekbeampte soos 'n messelaar wat bakstene lê volgens voorskrifte sonder 'n denkbeeld van die geheel van die gebou waaraan hy werk. Hy bou mure en nie huise nie! In die ander geval is die bibliotekaris soos 'n argitek wat die gebou self geplan het en daarby die hele omgewing waarin die gebou staan in gedagte gehad het. Die gebou waaraan ons biblioteekmense werk is so belangrik dat ons dit nie in die hande kan laat van ambagsmense wat niks meer weet as wat aan hulle opgedra is nie en niks meer ken as die verrigtings wat hulle daaglik amp outomaties uitvoer nie.

3. Ons taak is volksopvoeding, en ons moet die doel van die opvoeding weet en die middels wat daarvoor gebruik word, ken. Ons moet bewus wees dat daar ander middels is wat dieselfde doel dien en hoe om daarmee saam te werk. En dit is nie voldoende dat die hoofbibliotekaris alleen bewus is van hierdie dinge nie. Elke assistent moet die lewenshouding en kennis hê wat vir die taak nodig is. En dit geld in hoër mate vir die openbare biblioteke as vir enig ander boekery. Korrespondensie-kursusse en praktiese ondervinding kan nie die nodige kennis nog die regte lewenshouding bybring nie. Die Universiteit kan dit wel doen.

4. Van die bibliotekaris nog meer as van enige ander vakkundige geld dit dat hy wat net sy eie vak ken, sy vak sleg ken. Vakkennis is noodsaaklik, maar vakkennis is nutteloos as dit nie gepaard gaan met 'n breë akademiese agtergrond nie. In die eerste instansie is dit onmoontlik om die ware betekenis en implikasies van biblioteekkundige studie te besef tensy mens die grensgebiedens van jou vak ken. Sodra mens die inhoud van die biblioteekwetenskap ontleed besef jy dit terdeë. Alle biblioteekkundige studie val onder een of ander van die volgende hoofde:—

(a) Boekekunde,

(b) Leserkunde,

(c) Bedryfkunde.

Selfs die filosofie van die biblioteekwese bemoei hom byna uitsluitlik met die drie onderdele.

5. Vir 'n voldoende begrip van die Boekekunde is dit noodsaaklik dat mens tenminste een wetenskap tenminste tot op graadpeil bestudeer het. Alleen daardeur kan jy besef wat 'n belangrike rol wetenskaplike lektuur speel, hoe noodsaaklik bibliografie is en wat die student van sy boeke verwag. Vir die leserkunde is 'n kennis van sielkunde en sosiologie onontbeerlik terwyl psigotegniek 'n belangrike rol behoort te speel in Biblioteekbedryfkunde.

6. Uitgaande van hierdie algemene beginsels eis die Universiteit van Pretoria dat studente wat vir die volle Diploma-kursus inskryf óf 'n graad moet besit, óf hulle tegeelykertyd met graadstudie moet besighou. In geen geval word die diploma toegeken tensy die student sy graad afgeskryf het nie.

Die kursus is in twee dele ingedeel. Die eerste is 'n algemene inleidende kursus wat die hele veld op oorsigtelike wyse dek, en praktiese werk in titelbeskrywing word gedoen. Die kursus word deur eerstejaarsstudente in Biblioteekwese, en deur persone wat vir die Hoër-Onderwysdiploma studeer, bygewoon. Vir laasgenoemde is dit 'n vaardigheidsvak en hulle sertifikate word spesiaal geëndosseer as hulle daarin slaag.

7. Die tweede deel van die kursus word oor twee jaar versprei. Een jaar word hoofsaaklik aan wat ek Boekekunde genoem het gewy, d.w.s. gevorderde studie van Bibliografie, Sistematiek—waarby die bibliografie en sistematiek van besondere wetenskappe naas die prinsipiële aspekte van die twee vakke behandel word—en praktiese werk in titelbeskrywing, katalogisering en klassifikasie gedoen word. Verder word in die jaar die Geskiedenis van die Boek en die Biblioteek in die Oudheid en Middeleeue behandel. In die volgende jaar word die Leserkunde en Biblioteekbedryfkunde bestudeer. Onder Leserkunde val die behandeling van lektuurvoorsiening as 'n psigologiese en sosiologiese vraagstuk, Regionalisme, Biblioteekbeleid. Onder Bedryfkunde word 'n analitiese ondersoek ingestel op biblioteekprosedure en daarby aangeknop 'n studie van inrigtingsleer en personeel- en beroepskeuse binne die biblioteek. Verder word 'n oorsig gegee oor die geskiedenis van die boek en biblioteek na die uitvinding van die drukkuns.

8. Tenslotte net 'n woordjie oor die vooruitsigte van studente in Biblioteekwese. Laat ons toegee dat dit op die oomblik nie rooskleurig is nie. Daarom word almal wat hulle vir die kursus aanmeld aangeraai om 'n tweede beroep, soos onderwys, te kies waarop hulle dan kan terugval. Maar dit sal nie so bly nie. Reeds op die oomblik is daar meer poste vir opgeleide bibliotekarisse as wat deur die gekombineerde kragte van Pretoria en Kaapstad opgelei kan word, beskikbaar. Dit is alleen nodig dat die owerhede daarop attent gemaak word hoeveel tyd verlore gaan solank hulle met onbevoegde kragte werk en dat die diens van 'n bevoegde biblioteekbeampte selfs teen 'n hoër salaris op die duur 'n besuiniging en geen weelde sal wees nie.

Verder moet dit stadsowerhede aan die verstand gebring word dat volksopvoeding nie 'n saak is waarmee 'n mens vrekking te werk kan gaan nie. Alle sogenaamde spaarsaamheid op die gebied beteken nie dat werk ongedaan bly nie, maar dat die biblioteek in plaas van 'n instrument in volksopvoeding, 'n faktor in volksontarring word.

Met propaganda in hierdie rigting kan die Biblioteek-Vereniging homself vrugbaar besig hou.

TRAINING TEACHERS FOR LIBRARY WORK

by

G. V. MARAIS

ENOUGH has been written in the *Report of the Inter-departmental Committee on the Libraries of the Union of South Africa* to make clear the need for training librarians for school work and the kind of qualities necessary for persons undertaking such work. I shall therefore confine myself to more of the detail.

The background of children's reading is unquestionably closely connected with language work. Without deprecating the actual teaching work of the school, one can say that the school does not really teach "reading". It teaches the sound of words, their meanings, their use, and how to link them grammatically and in idiomatically correct fashion. By studying chosen works of certain authors, it furnishes examples of the beautiful and the creative in literature. But since in our time it has become the fashion to measure everything, including intelligence, only a minimum amount of time can be expended on the latter, owing to a crowded curriculum. However idealistic a teacher may be, he has to give practical considerations first choice, because the community demands results in tangible form from him.

It should therefore be part of the task of schools both secondary and primary to explain the pleasures of books and reading to their charges in such a way as to establish a life-long friendship between pupils and books. There is a remark of Dickinson, the compiler of *One thousand best books*, which applies with equal force to school and public libraries: "Your true librarian is a sort of marrying parson, whose chief end and pleasure in life is bringing about suitable unions between shy, silent books and their not always ardent lovers."

Once the pupil has mastered the difficulties of learning to read, the school library can become his informal instructor and he will enjoy the process far more than his school work, because he can select for himself what subjects he wishes to learn and how much he wishes to know; but it is often difficult for the child to see the wood for the trees and the teacher can be an ideal guide. The blind, however, find notorious difficulty in leading the blind, and it is undoubtedly necessary for the teacher to understand the practical applications of child psychology to reading, and to know a great deal about the administration of libraries if he is to fulfil his mission of opening the child's eyes to the great world of the mind. An attempt is made at the course for prospective teachers at the University of Stellenbosch to provide the necessary knowledge. Lectures are given on the history and administration of public libraries and short descriptions of the best-known South African libraries, including special libraries like the State Library in Pretoria, the South African Public Library in Cape Town, the Library for the Blind at Grahamstown, the Library of the National Bureau of Educational and Social Research, and others. Many of these can serve his own professional interests, while knowledge of public library work is vital to him and his pupils. Co-operation between the schools and the municipal libraries can lead to greatly increased interest in books and can establish

a friendly contact between the library and the future rate-payer, which cannot but one day move public opinion all over the country to support professional pressure on the authorities to provide the kind of public library which alone can adequately satisfy our reading needs.

The aspiring teacher is taught how to arrange, stock, and supervise his school library and how to construct the numerous sensitive traps by which he can ensnare his pupils into using the material thus brought together. He is told what tools exist for the use of the small inquiring mind to use in solving the mysteries that surround him. He is taught to use the tools forged for him by librarians and others to separate the gold from the dross in the world of books. If he applies this learning to his school work it must eventually increase the numbers of the reading public to a hitherto undreamt-of extent; it must teach those pupils who pursue a university career after leaving school how to use the great resources of the university libraries to the full, instead of starting, as some of them do, at their third or fourth year, or not at all; it must give them self-reliance and make them trustworthy citizens who will voluntarily and eagerly contribute their part to the tearing down of ignorance and prejudice and the building up of the nation, for "*'n Lesende volk word 'n denkende volk, en 'n denkende volk 'n groot volk*".

AFRICANA NOTES AND QUERIES

(a) Notes

MARAIS, Eugène—*The Veld and the "Trek-geest"*. (In: *The African monthly*, 3: 370-73, 1907-08).

Concerning this article Professor L. Fouché contributes the following remarks:— In a series of articles, *The Rise of the South African Dutch, or Boers*, in *The African monthly* (Grahamstown), vol. III (Dec. 1907-May, 1908), p. 370, there is an article *The Veld and the "Trek-geest"*, which was written by Eugène Marais, one of the greatest of South African poets and writers—everything written by him is first-class.

In a MS. written by Mr. J. L. P. Erasmus of Johannesburg, he states: "Mr. Marais was persuaded to write an article on the "trek-geest" for the Grahamstown magazine—this contribution was a brilliantly written prose poem . . .".

JOELSON, Annette—*South African yesterdays*. Cape Town: Unie Volkspers, 1940, p. 77-87: *The Story of the South African Public Library*.

After a very brief account of the foundation and early history of the S.A.P.L. the writer goes on to describe a considerable number of the Library's fine collection of manuscripts and incunabula.

PEDDIE, R. A.—*The History of printing in Asia, Africa and Australia: a tentative bibliography*. (In: *Library world*, 42, no. 483: 107-12, Jan. 1940).

ROCHLIN, S. A.—*The earliest use of Hebrew types in South Africa*. (In: *Journal of Jewish bibliography*, v. 1, no. 4: 106-07, July, 1939).

OBITUARY

LORAM—The death occurred in America in July of Dr. C. T. Loram, one of the founders and an honorary life member of the South African Library Association. A message of condolence was sent by the Council to Mrs. Loram.

EXAMINATION RESULTS, DECEMBER 1940

ELEMENTARY EXAMINATION

Afrikaans Literature (A)

Two candidates entered and passed.

Francisca Naudé, Bloemfontein Public Library

Christabel C. Serfontein, Bloemfontein Public Library

Afrikaans Literature (B)

Five candidates entered. Three passed.

Erica Else Botha, State Library, Pretoria

Fay Gayle Friedgut, Johannesburg Public Library

Paulina Hilda Isaacson, " " "

English Literature (A)

Seven candidates entered. Five passed.

Paulina Hilda Isaacson, Johannesburg Public Library

Gwendolyn le Roux, Germiston Public Library

Ethel Lilian May Noakes, Louis Trichardt Library

Patricia May Kichenside, Durban City Library

Winifred Kathleen St. Helier Evenden, Durban City Library

Classification, Cataloguing and Routine

Twelve candidates entered. Ten passed.

Ethel Anderson, S.A. Public Library, Cape Town

Erica Else Botha, State Library, Pretoria

Mary Doyle, Boksburg Public Library

Winifred Alice England, Johannesburg Public Library

Fay Gayle Friedgut, Johannesburg Public Library

Ethel Lilian May Noakes, Louis Trichardt Public Library

Johanna Catharina Pienaar, Germiston Public Library

Elizabeth Anne Lester Smith, State Library, Pretoria

Bessie Tinker, Johannesburg Public Library

Rachel Wilhelmina Zaayman, Johannesburg Public Library

Whole Elementary Examination

The following have now completed the whole Elementary Examination :—

Erica Else Botha, State Library, Pretoria

Pauline Hilda Isaacson, Johannesburg Public Library

Johanna Catharina Pienaar, Germiston Public Library

Gwendolyn le Roux, Germiston Public Library

Elizabeth Anne Lester Smith, State Library, Pretoria

INTERMEDIATE EXAMINATION

Classification

Eleven candidates entered. Three passed.

Hilda Mary Rogers, Witwatersrand University Library

Elizabeth Marie Strickland, Rhodes University College Library

Esmé Joyce White, State Library, Pretoria

Cataloguing

Six candidates entered. Two passed.

Esmé Joyce White, State Library, Pretoria

Margaret Woodroffe Whiteley, State Library, Pretoria

Whole Intermediate Examination

The following have now completed the whole Intermediate Examination :—

Elizabeth Marie Strickland, Rhodes University College Library

Esmé Joyce White, State Library, Pretoria

Margaret Woodroffe Whiteley, State Library, Pretoria

FINAL EXAMINATION

English Literary History

One candidate entered and passed.

Suzanne Dieterlen, Witwatersrand University Library

Whole Final Examination

The following has now completed the whole of the Final Examination :—

Suzanne Dieterlen, Witwatersrand University Library

FRENCH LANGUAGE TEST

Two candidates entered and passed.

Ethel Lilian May Noakes, Louis Trichardt Public Library

Elizabeth Anne Lester Smith, State Library, Pretoria

EXAMINERS' COMMENTS

Elementary. Part 3: Classification, Cataloguing and Routine

The *general standard* of the papers was satisfactory, though there were none of outstanding originality. The majority of papers indicated that the syllabus had been conscientiously covered.

Practical cataloguing and classification were very mediocre and emphasize the need to introduce these sections earlier in the correspondence courses so as to ensure wider practice.

Routine. This section was not badly answered. Candidates should, however, read and understand the questions more thoroughly and so avoid wasting their own time and that of the examiners with the wrong information. A propos of Question 8, on the library movement in South Africa, we would urge future candidates to do more *accurate* reading on prevailing conditions. Though the candidates had good general ideas, their facts were very hazy, e.g. Bloemfontein was given as one of the free libraries; the "Central Library in Pretoria" was credited with sending book vans into the country districts; and all oversea libraries were said to have union catalogues, which contained entries for all the books in all the libraries in the country.

Length of paper. The paper was satisfactorily completed by half the candidates; the remaining six dwelt at such unnecessary length on certain questions that one, and in some cases two questions were not even attempted.

E. HARTMANN

M. W. SHILLING

EXAMINERS' REPORT

Intermediate Cataloguing

Six candidates entered for this examination, but only two of them passed. Of the other four, three were so obviously unprepared that they should never have sat. Marks in the theoretical paper were as low as 10 and 16 per cent., and in the practical paper, 24 and 28 per cent.

It is discouraging to have to record that the remarks made by the examiners in December, 1939 (*S.A.L.* 7: 172-74, April, 1940) do not seem to have been taken to heart by this year's candidates. "We must bear in mind", said the examiners on that occasion, "that this is the final examination in cataloguing, and that the candidates should be expected to take entire charge of the cataloguing operations of an average library." Only one of this year's candidates showed any signs of being able to do this efficiently.

Many of the remarks made last year apply equally forcibly this year. The need for continuous drilling in code rules and conventions, and of regular practice in dealing with actual cataloguing problems, is as great as ever. Last-minute cramming neither deceives the examiners, nor fits the candidate for the responsibilities he is supposed to be about to shoulder.

It seemed to this year's examiners that candidates were not entirely clear as to what was expected of them in the examination—especially in the practical paper. So that there shall be no cause for misunderstanding in the future, we have described below in detail the methods by which this year's practical papers were marked. This, we hope, will help next year's candidates to plan their answers more satisfactorily than their predecessors did.

The *theoretical* paper was of the conventional type, demanding a balance of code-knowledge and the ability to discuss. The code questions were most indifferently done. Only one candidate had digested what she had read in the textbook; the rest chanced their arm. The definitions were deplorable—e.g., "A book number is the number given to a book by means of one or other classification system". These definitions are easily learnt, but very difficult to improvise.

The questions on types of catalogue produced a certain amount of discussion and a great deal of muddled thinking. The only candidate to attempt the question on local collections produced the memorable statement that "it is best to classify the books according to any well-known scheme." A question on co-operative cataloguing was answered in equally woolly fashion.

Finally the main headings were poor in the extreme. This type of question reveals at once the calibre of the candidate, and it was only too clear that most of the candidates had not grasped the rules, and so could not apply them.

With one exception, the examples set in the practical paper were straightforward and easy. For alternative entries in this one exception, the examiners made due allowance. While it is true that the practical paper was less feebly done than the theoretical, the usual faults of style were much in evidence. In spite of the injunction on the examination paper that "neatness, handwriting, spelling and accuracy of form" would be taken into account when marking the paper, the two latter accomplishments were conspicuous by their absence (can no-one spell *Encyclopaedia Britannica* correctly?).

The *practical* paper was marked as follows. Taking a maximum of 50 marks for each example, the examiners determined on separate maxima for main entry, dictionary

entries and index entries for each example, and sub-divided the main entry further with maxima for heading, title, imprint and collation. Marks were deducted for errors in style, spelling and form, and finally additional maxima were set (relatively high) for the annotations. The marking scheme was carefully worked out so that the highest marks were given to the completest entries.

Candidates should realize, therefore, that the smallest matters of detail are taken into account, and that a passable main entry will not compensate for slipshod subsidiary entries and a vague attempt at an annotation rushed down at the last moment. Only one example is required in full cataloguing style, and although all candidates are troubled by the time-limit, it should not be impossible to plan one's answers so as to allow proper attention to detail.

In the papers under review the main entries were not badly done, but all save two of the candidates showed a poor knowledge of the kind of entry needed for the classified catalogue. The annotations, like the definitions in Paper I, were deplorable. Candidates seemed unable to distinguish between a blurb, a cinema trailer, and a library annotation. For example, *The Authors' Handbook* was described as being "instructive and of great value to any who wish to aspire to these (sic) accomplishments". "C'est magnifique", one is tempted to say, "mais ce n'est pas le Cataloguing".

To conclude, the melancholy task of the examiners produced one reward. Illustrating "alternative title", one candidate postulated "Punch, or the London Claviare"—a gem worthy of Mr. P. himself.

D. H. VARLEY
H. M. AUSTIN

JUNE EXAMINATION TIME-TABLE

June 9.	9-12	Elementary English
		Intermediate Classification I (Theoretical)
		French Language Test
	2- 5	Elementary Afrikaans
		Intermediate Classification II (Practical)
June 10.	9-12	Elementary Routine, etc.
		Intermediate Cataloguing I (Theoretical)
		Final Bibliography I
	2- 5	Intermediate Cataloguing II (Practical)
		Final Bibliography II

REVIEWS

INDEX TO S.A. PERIODICALS

INDEX TO SOUTH AFRICAN PERIODICALS. Pretoria: S.A. Library Association, P.O. Box 397. 1940+. Quarterly, cumulated annually. Mimeographed. £2. 2s. 0d. p.a. Hon. General Editors: Miss G. F. Elliott and Miss Hazel Mews.

Although notices of this important *Index* have already appeared in this journal¹ through inadvertence we have not yet reviewed it, and apologize. Belatedly we now join our oversea colleagues in extending to it a warm welcome. They envy us its appearance quarterly. The Hon. Editors and Contributors will find it difficult to maintain such a frequent publication, especially in war-time.

While appreciating the difficulties involved in determining the content and arrangement of the *Index*, some modifications seem to be desirable. We think that circumstances will dictate a more economical and orthodox arrangement. The three issues so far published divide the *Index* into three sections:— 1. Subject Index to English articles; 2. Onderwerpsopgawes van Afrikaanse artikels; 3. Authors. Towards effecting this economy we suggest (a) that some periodicals indexed be dropped; (b) that articles limited to one page only be excluded; (c) that double-entry give way to entry once only, supplemented by cross-references. The present mimeographed form will result in a very bulky cumulated annual, and printing it may prove prohibitive if other changes much more drastic even than these are not soon introduced. The *Canadian periodical index* does not allow bilingualism to become an embarrassing problem. The amalgamation of the present English and Afrikaans sections is demanded by cataloguing rules, common-sense and economy. We frown on an arrangement which necessitates looking under such *identical* headings as Peru, Petroleum, Pretoria, Pyrethrum, Reservoirs and Steekgras, in both sections in order to find similar material.

The Portuguese periodical *Moçambique*, published at Lourenço Marques, appears in the English section only. What will happen when Belgian, French and German titles call for treatment?

Considerable saving of labour and space could also be effected in the Authors' index if the name were followed by the main entry word only, instead of by the present incomplete list of articles, plus the repetition here of their location exactly as in the Subject section.

As to physical make-up, it would lead to easier reference if the top and fore-edges were cut flush rather than the foot and binding edges.

There is a welcome absence of typing and other clerical errors, though we missed a cross-reference in the second issue from "Town-planning". The production as a whole deserves every support, and congratulations to all concerned.

P. F.

The Librarian, 30: 94, Jan. 1941, writes: "The energetic South African Library Association seems to be outdoing the L.A.—a quarterly periodicals index is something we sigh for! One wishes such an undertaking the success it deserves . . . The number of periodicals indexed is 108, but the indexing is selective rather than exhaustive; nevertheless nothing of importance is omitted. The topics are arranged alphabetically with adequate cross-references. Miss G. F. Elliot and Miss Hazel Mews are the General Editors and the indexing is a voluntary effort shared by the staffs of twelve libraries. We in England know the labour and devotion necessary to produce such a work as this, we know also the value of it, and we heartily congratulate the Union Association on its enterprise and commend it to the notice of our fellow librarians."

¹ S.A.L. 6, no. 4: 180-82, Apl; 7, no. 2: 82, Okt. 1939; & 8, no. 2: 91, Okt. 1940.

SOUTH AFRICAN LIBRARIES. Title-page and Index to v. 7-8 will appear with v. 9, no. 1, July, 1941.

CORRECTION. On p. 101 of our January issue Mr. H. Holdsworth was incorrectly designated F.L.A. We apologize for the error. Mr. Holdsworth is a diplomat of the London School of Librarianship.

LIBRARY ASSOCIATION. *London and Home Counties Branch.* Report (quinquennial) on the municipal library system of London and the Home Counties, 1939. London: L.A., London and Home Counties Branch, 1940. 1s. 3d. post free.

The report covers 112 authorities, including County Councils, Metropolitan Boroughs, County Boroughs, Municipal Boroughs, Urban Districts and Parishes.

The average annual cost of the library service per head of population over the whole area is 23.9d.

As regards working hours, 63 staffs work under 40 hours per week, 30 from 40 to 42 hours, and 6 from 43 to 45 hours. In 52 libraries women are paid at the same rate as men (39 in 1934).

Eighty-two libraries have separate departments for children, while thirteen others have children's books on shelves in the adult department.

Detailed reports are given under the sections: Constitution and Finance; Staff; Stock; Readers and Circulation; Hours of Service; Children's Libraries; Hospital Libraries; Extension Work; Other Information. Detailed statistics are given, showing the growth of the service since the first quinquennial report in 1924.

NATIONAL CENTRAL LIBRARY. 24th *Annual Report*, 1939-40.

Owing to the risk of destruction in the centre of London, all the Union catalogues, as well as all other irreplaceable or scarce bibliographical material, were moved to Hemel Hempstead, Herts. The non-bibliographical books and the books belonging to the Adult Class Department were left at Malet Place.

The Library is being used by Government Departments, research stations, and industrial concerns, and is a channel through which books immediately essential for war purposes are being regularly supplied.

The Treasury Grant for 1939-40 was reduced from £5,000 to £4,800, and is to be reduced in 1940-41 to £3,500. The deficiencies are being met by Rockefeller and other gifts.

159 books were borrowed from 16 foreign countries, and 366 books lent to 24 countries.

Only 24 urban libraries serving a population over 20,000 are not yet co-operating in their regional system. In all 491 libraries are co-operating. The total stock available in these is 21,563,000.

The Union catalogues at N.C.L. and in Wales together total 3,731,000 entries.

Although legal difficulties still make it impossible for a regional system to be established in Scotland, work on a union catalogue of the books in libraries in Scotland was begun in 1939.

TOO BUSY TO READ

An hour with a book would have brought to his mind
The secret that took him a whole year to find.
The facts that he learned at enormous expense
Were all on a library shelf to commence.
Alas! for our hero; too busy to read,
He was also too busy, it proved, to succeed.
We may win without credit, or backing, or style,
Without patience or aptitude, purpose or wit—
We may even succeed if we are lacking in grit;
But take it from me as a mighty safe hint,
A civilized man cannot win without print.

(The Kalends, August 1939).

(From *Agricultural library notes*, 15: 205, April, 1940. U.S. Department of Agriculture Library) —

Submitted by S. J. Kritzing.

LIST OF BLUE BOOKS PUBLISHED

DURING NOVEMBER-MARCH, 1940-41

U.G. 29/1940—Vital statistics for the year 1938.	4. 0
36/1940—Annual Report of the Department of Labour for 1939.	8. 0
38/1940—Report of the Director of Prisons for the year 1939.	1. 6
41/1940—Annual Report of the General Manager of S.A. Railways and Harbours, 1939/40.	7. 6
42/1940—Report of the Controller and Auditor General for the year 1939/40.	15. 0
43/1940—Report of the Miners' Phthisis Board. 1939/40.	3. 6
44/1940—Annual Report of the Division of Forestry. 1939/40.	2. 0
45/1940—Summary of Insurance Returns. 1939.	2. 6
46/1940—Report of the Public Debt Commissioners. 1939/40.	2. 6
47/1940—Report of the Controller and Auditor General on Railways and Harbours account. 1939/40.	10. 0
48/1940—Report of the Commissioner for Mental Hygiene. 1939.	1. 6
50/1940—Report of the Union Department of Education. 1939.	3. 0
53/1940—Report of the Commissioner for Inland Revenue. 1939/40.	2. 6
1/1941—Estimates of Expenditure. 1941/42.	10. 6
2/1941—Additional Estimates of Expenditure. 1940/41.	2. 6
3/1941—S.A. Railways Estimates of Additional Expenditure. 1940/41.	6
4/1941—S.A. Railways Estimates of Additional Expenditure on Capital and Betterment Works. 1940/41.	6
5/1941—S.A. Railways Estimates of Revenue and Expenditure. 1941/42.	6. 0
6/1941—S.A. Railways Estimates of Expenditure on Capital and Betterment Works. 1941/42.	5. 6
7/1941—S.A. Railways Estimated Revenue and Expenditure. 1941/42.	1. 6
9/1941—S.A. Railways Estimates of Supplementary Expenditure. 1941/42.	6
11/1941—Report of the Director of Irrigation. 1939/40.	2. 0
12/1941—Report of the Proceedings of the Native Representative Council. 1940.	1. 0
13/1941—Report of the Land and Agricultural Bank. 1940.	2. 0
15/1941—Loan Estimates. 1941/42.	2. 6
16/1941—Estimates of Revenue. 1941/42.	9
20/1941—Third Additional Estimates of Expenditure. 1940/41.	2. 6

PERSONALIA

ON ACTIVE SERVICE

Mr. EYRE, of the Durban Municipal Library
 Mr. GRIFFITHS, Librarian of the Benoni Public Library
 Miss L. Kuys, of the S.A.P.L., is driving lorries with the W.T.S. in Pretoria.
 Mr. H. S. Liebgott, of the Johannesburg Public Library
 Mr. Meyer, of the Johannesburg Public Library.
 Mr. I. M. MURRAY, Sub-librarian of the South African Public Library, Cape Town
 Mr. L. H. Samuels, Municipal, Reference Library, Johannesburg.
 Mr. STRACHAN, of the Durban Municipal Library
 Mr. TYSON, of the Durban Municipal Library

LIBRARY NOTES AND NEWS

Bulawayo. Schools library. The Beit Scholarships which have been a feature of Rhodesian education for many years have now been discontinued, and the benefits of the Beit bequest will be spread over the whole school system. The benefits of Alfred Beit's generosity will include the financing of a central circulating library for schools, library books for rural schools only, educational broadcasting, cinema units, school tours and seaside holidays and sports equipment among the new schemes.

The approximate sum of £2,000, the income available for distribution this year, will be largely spent on a scheme for a central library for all schools and the balance given primarily to small rural schools. Of the £1,320 allocated for the library £120 is earmarked for the provision of books for the use of sixth form students as part of the general library scheme.

The library will be housed in Bulawayo and Mr. D. Niven, the librarian, has accepted the trustees' invitation to administer the scheme in co-operation with the Education Officer, Mr. H. D. Sutherns, and the Inspector of Schools at Bulawayo, Mr. A. D. Gledhill.

(*Bulawayo chronicle*, 19. Sept. 1940.)

Johannesburg. Non-European Library. The City Council's experiment in establishing the first non-European library of its kind in Johannesburg is meeting with striking success.

Since it opened in January, in a room in the Bantu Men's Social Centre, the centre has not only gained added prestige, but has since had its membership almost doubled.

The library received from the Council an annual subsidy of £300, one half of which is borne by the Native Affairs Department. There are two well-educated Bantu young men in charge of the library, directly responsible to the city librarian, Mr. R. F. Kennedy.

By the end of June the library had a membership of 706; 461 were Bantu, 175 Indians, and 70 Coloureds.

The total number of books borrowed and returned during the six months was 3,985.

What seems at the moment to be a difficulty is to know exactly what type of book is likely to suit the library members. Of the 3,985 books borrowed 698 were English fiction, 276 children's books, and 249 in the vernacular. Books on philosophy and religion numbered 319, those on education and sociology 797, while those on science and art and literature and language numbered 504 and 352 respectively. Books on history, travel and biography totalled 691.

For the task of selecting books a small committee was formed of which the members to-day are Mr. Julius Lewin, head of the Department of Native Law and Administration at the Witwatersrand University, Mr. Kennedy, Mrs. M. Ballinger, M.P., Dr. Ray E. Phillips and Mr. W. G. Ballinger, of "The Friends of Africa". (*The Star*, 28. Aug., 1940.)

Johannesburg. Public Library. The Library this year celebrates its Fiftieth Anniversary, and its Annual Report for 1939-40 takes the form of a report on *Fifty years of progress*. It is attractively produced with a number of illustrations, and well deserving of careful perusal. It is too extensive to give here more than a few items of particular interest.

Membership per cent. of population is 16.9 (American: 23.94; British: 16.2).

Circulation per capita of population is 5.05 (American: 5.12; British: 5.90).

A comprehensive survey is given of the many activities of the Library, including the Lending Library, with its Branches and its Travelling Library; The Children's Library, with its Schools System; The Reference Library, with its various special collections; the non-European and Hospital services, the Photographic Department; the use of the Theatre and Lecture Rooms.

The European staff numbers 55 library staff and 8 building staff. There are 5 fully qualified librarians, and 7 at the Associate stage. The average circulation per employee is 27,272, as compared with 16,106 in America, showing that personal service suffers considerably at the expense of routine pressure.

Natal Society Library. Pietermaritzburg.

There was much more activity in the Children's and Junior library this year. During January 100 free holiday tickets were issued to various schools in the city, and again in July. In August and September free tickets were given to those pupils who were leaving school at the end of the year. 200 free holiday tickets were distributed among nine schools.

Ninety senior boys from city intermediate schools, in groups of 30, were shown over the library in August, and in December five groups of girls. All these senior pupils, many of whom are in the commercial classes, were much interested, especially in the card catalogue and in the classification of the books.

The Play Reading Group has continued to function regularly, and during the year 11 plays were read. The membership is comparatively small, but great keenness is displayed. ... We have this year joined the Federation of Amateur Theatrical Societies.

Potchefstroom. Municipal (Carnegie) Library. :—

Additions to library buildings. A Children's Room has been provided, and the Reference Room and Lending Departments have been enlarged. The extra room now available will hold about 10,000 books, of which 3,000 in the Children's Room.

Continued mutilation of newspapers and periodicals is reported.

In the Afrikaans section the demand cannot be met by the supply. To meet the demand the selectors decided to duplicate all popular Afrikaans books. In the Netherlands section there is also a remarkable increase in issues, owing to the fact that many members who were drawing on oversea supplies are now compelled to make more use of the local stocks.

Randfontein. Public Library. The new Municipal Public Library building was opened on 24. July by His Worship, the Mayor of Randfontein (Cr. G. C. Hubber).**Rondebosch. Public Library.**

The readers of General Literature are on the increase, and this has resulted in the Committee spending about 30 per cent. more than usual on this class of literature.

An increasing use of the Library by juvenile readers is also reported. This has been due partly to the system of Reading Bursaries introduced in recent years, and partly to the increased amount spent on this section of the Library.

South African Library for the Blind. Grahamstown. From the *Annual report* :—

There are 221 people actually reading Braille and Moon Type. Forty-three individuals and 2 societies receive talking books.

The National Braille times (London) is in great demand, and 6 copies are taken. It contains comprehensive summaries of the war and short articles on topical subjects, and from time to time embossed maps illustrating phases of the war are issued as supplements.

The National Institute for the Blind, London, is producing "Braille Pandas", corresponding to the ordinary printed "Penguin" and "Pelican" series. They are topical books and light fiction. They generally run to 3 volumes and cost 6d. per volume.

The Library received a bequest of £250 from the estate of the late Dr. H. E. H. Oakley, radiologist, of Durban.

Johannesburg. Winifred Holby Memorial Non-European Library. This Library, in Sophiatown was officially opened in December. It cost £2,000 and contains lending and reading rooms, an office and a board room, and will serve as a cultural centre for Bantu in the area. The Library is to be free, even of deposits, and the annual cost is estimated at £500.**Annual reports received :—****Grahamstown. Public Library.** The experiment was tried during the year of having new books by well-known authors sent out from England on a standing order in a strong library binding, and as a result a saving of time, money and labour is reported.**King William's Town. Public Library.** A decrease in membership and in the number of books purchased is attributed to the war. We read with concern that it is proposed that the library overdraft should be "reduced and kept at a more static figure by economizing in salaries and general expenditure."**Krugersdorp. Public Library.** Although there is a slight decrease in membership and in circulation, there is an increase of 266 in student members, and an increase of over 4,000 in Afrikaans issues.**Port Elizabeth. Public Library.** This report records a year of much purposeful activity. An increase in non-fiction circulation points to increased interest in social and international affairs. The experiment of allowing the option of paying 3d. per book without deposit seems to be justifying itself.

The interior has been re-arranged to include the James Mather Memorial Room, for which Mrs. Mather provided the furniture; this was in addition to the Mather endowment of £1,000 for books. The Library is an active depot for the collection and distribution of books for troops. The Committee has agreed in principle to establish a library at the proposed Cradock Place Military Hospital. A staff pension scheme has been established, after careful consideration of schemes in use at other libraries.

South African Public Library. Cape Town. This is another report of considerable progress. Subscription revenue, which for the last 7 years had declined by an average of £90 a year, increased by £90 instead. In addition to its normal functions the Library organized and administered a Rural Library Scheme, held an exhibition of rare books and manuscripts, and acted as organizing centre in the Western Province for the collection and distribution of books for the troops. . . The improved fortunes of the Library are shown by the increase in the circulation figures, particularly in those of the more serious works.

A bequest of £500 was made by the late Sir John Kotze.

At the beginning of 1940 the docket issue system was introduced.

In connexion with the printing exhibition a colour film: *The story of the recorded word*, describing the evolution of writing and printing, and showing many fine examples of illuminated manuscripts and printed books from the Library's Rare Book Collections, was made under the direction of the Librarian. The Trustees subsequently authorized Mr. Lewis and the Librarian to produce a further 200 feet of colour film, and a copy of the film was recommended for consideration of the Union Education Department's Film Bureau.

In December the Chief Reference Assistant, Miss E. A. Traill, retired on pension after 34 years' valuable service. Miss V. Lewis, a member of the staff for 19 years, resigned on account of ill-health.

Transvaal Carnegie Non-European Library. Steady progress is reported, though many Reef municipalities are still tardy with adequate financial support. Items of especial interest are the visits and talks (71) by the Non-European Organizer-Librarian, the Literary Socials, and the lectures on Bantu Literature. The Report concludes with a table of centres served, giving *i.a.* circulation, management, librarian, and premises.

Wynberg. Public Library. As elsewhere, an increase is reported in the use of the Non-fiction and Reference Sections. The practice of arranging book displays was continued with good effect.

AFRICANA NOTES AND QUERIES

(b) Queries

Q. 6 CATALOGUING OF BILINGUAL PUBLICATIONS. The Hon. Editor would be interested to hear whether libraries are making any distinction in the cataloguing of the different forms of bilingual publications:—

- i. published separately in Afrikaans and English versions.
- ii. published together in one volume, in parallel versions, recto and verso.
- iii. published together in one volume, back and front.
- iv. collections containing contributions in both languages, each article appearing once only, either in Afrikaans or in English.

We suggest the following:— i, ii, and iii are catalogued twice under the headings appropriate to the respective title-pages, with notes:—

- i. "Also published in Afrikaans, under title . . ."
"Ook in Engels uitgegee onder titel . . ."
- ii. "Parallel texts in Afrikaans and English. Afrikaans t.-p. reads . . ."
"Parallel-teks in Afrikaans en Engels. Engelse titel-blad lui . . ."
(This would apply equally for 2 t.-p's or one t.-p. in 2 languages).
- iii. "Bound with Afrikaans version under title . . ."
"Ingebind met Engelse uitgawe onder titel . . ."
- iv. If two title-pages occur, catalogue separately under each; if one only, catalogue under heading appropriate to that. Add note: "Some contributions in Afrikaans, some in English"; or "Text partly in Afrikaans, partly in English".
"Teks gedeeltelik in Afrikaans, gedeeltelik in Engels".

Q. 7 TWEETALIGHEID IN DIE KATALOGUS. Hierdie vraagstuk, veral in verband met onderwerpsopskrifte, lewer probleme op wat nog nie veel aandag getrek het nie, maar wat mettertyd nog baie hoofbrekens sal veroorsaak. Sal ons kollegas wat praktiese ondervinding van hierdie saak het dit nie vir algemene inligting te boek stel nie?

PUBLICATIONS RECEIVED

- CHADWICK, W. S. *Terrie op die wildspoor . . .* 2. druk. Kaapstad : Unie-Volkspers, 1940. 141 bls., illus. Papierband. 3/9 posvry
- DU TOIT, C. J. J. *Ignorance ; or The quest, and other fragments.* Cape Town : Unie-Volkspers, 1940. 2 l., 36 p. Paper. 2/-
- JOELSON, Annette. *South African yesterdays.* Cape Town : Unie-Volkspers, 1940. viii, 1, 197 p., illus. Cloth. 7/3 post free
- JONKER, Abraham H. *Prosa-rigtings en ontleding.* Kaapstad : Unie-Volkspers, 1940. vi, 228 bls. Linneband. 4/3
- KANNEMEYER, A. J. *Hugenote-familieboek.* Kaapstad : Unie-Volkspers, 1940. vi, 282 bls. illus., bibl. : 275. Linneband. 17/3 posvry
- KRIGE, Uys. *Eenbedrywe : Die wit muur ; Die skaapwagters van Bethlehem ; Die arrestasie.* Kaapstad : Unie-Volkspers, 1940. 2 bl., 108 bls. Papierband. 4/6 posvry
- LAIDLER, P. W. *The growth and government of Cape Town, etc.* Cape Town : Unie-Volkspers, 1939. vi, 488 p., illus., plan ; "sources and references" : 472-88. Cloth. 26/- post free
- LOUW-THERON, Miemie. *Die reënboog in die wolke, ens.* Kaapstad : Unie-Volkspers, 1940. 242 bls. Papierband. 4/9 posvry
- PLETSEN, J. Sauer van. *Die pan aan die vlakke se soom.* Kaapstad : Unie-Volkspers, 1940. 63 bls., illus. Linneband. 3/9 posvry
- *Panting life : sketches ; part 1.* Cape Town, 1940. 107 p. Cloth. 4/9 post free
- POTGIETER, Herman. *'n Nuwe ou land : 'n verhandelinkie vir laerskole oor die lewe in die Transkei.* Kaapstad : Unie-Volkspers, 1940. 54 bls., illus. Papierband. 1/9 posvry
- TAUTE, Ben. *Skoolhoof, assistent en professie.* Kaapstad : Unie-Volkspers, 1940. 5 bl., 237 bls., bibl. : 230-31. Linneband. 10/6 posvry
- VILJOEN, L. W. *Die ontleedmes en ander verhale.* Kaapstad : Unie-Volkspers, 1940. 2 bl., 134 bls. Linneband. 5/9 posvry
- VENTER, Emma D. M. *Ou Kamferboek.* Unie-Volkspers, 1940. 2 bl., 164 bls. Papierband. 4/6 posvry.
- Australian Institute of Librarians.** *Proceedings of the second annual meeting and conference held at Melbourne, June 10-12., 1939.* Adelaide : Australian Institute of Librarians, 1940. 124 p. The *Proceedings* open with a presidential address by Mr. Pitt on *State aid to libraries*, followed by surveys of library development in the different territories, by various writers. Among other articles are : *The Librarian's contribution to adult education ; The library in the secondary stage of education ; The technologist and bibliographical research*, and a summary of the Report of the New South Wales Libraries Advisory Committee.*
- Carnegie Corporation of New York.** *Report of the President and of the Treasurer for the year ended September 30, 1940.* The following grants to institutions in Africa are recorded :—
For library development : South African Institute of Race Relations \$5,000 (1939-43) ; West Africa (Nigeria, Gold Coast, Sierra Leone, Gambia) \$63,800.
For museum development : South African Museums Association \$2,581.50 and amounts varying from \$1,500 to \$4,500 to twelve museums and art galleries.
- Country libraries : journal of the Australian Country Library Association.** v.1 no.1, May, 1940. Published at the offices of the Association, Kyancutta, South Australia, Joan Bedford, Hon. Secretary. This number includes, besides the Constitution of the Association, articles on *How state support of country libraries has deteriorated, Pro and con* (Can an efficient individual country library be run on £250 a year ?), news of other library associations and book notes.
- Indian Library Association.** *Report on the working of the Indian Library Association for the period from 1. October, 1937, to 31. March, 1940.*
- New York. Public Library.** *A check list of cumulative indexes to individual periodicals in the New York Public Library,* comp. by D. C. Haskell. A prospectus states that "the list is now in manuscript, and the Library is prepared to publish it if the demand warrants." It comprises 25,000 indexes to 4,000 to 5,000 periodicals. The price will fall between \$4.00 and \$12.50, depending on the number of subscriptions received.

* cf. S.A.L. 6 : 171-74, April, 1939.

New Zealand Library Association. *Proceedings and papers of the twelfth conference . . . held at Wellington, 21-23. February, 1940.* Wellington : N.Z.L.A., 1940. 71 p. 2s. Besides the *Report and balance sheet* and Mr. Barr's presidential address on *New Zealand libraries and the crisis*, there are two comprehensive contributions on *The library in education* (a symposium) and *Library policy: Great Britain, United States, New Zealand*, by Miss E. J. A. Carnell, F.L.A., recently appointed Liaison Officer between the N.Z.L.A. and the Country Library Service. Among the business resolutions the following should be of interest to South African librarians "that Council arrange for the publication of an annual select list of books published about New Zealand"; and "that members of the Association who join the armed forces of the Crown have the rights of membership, without subscription, for the period of their service and until the end of the year in which they return to their normal duties".

New Zealand Library Association. *Committee on free library service.* The case for free library service. Wellington : N.Z.L.A. 1940. 16 p. illus.

AFRICANA NOTES AND QUERIES

BATTLE OF THE BOOKS. The battle over the proposed tax on books in England last year found repercussions here in two articles in *The Forum*, 3 (29) : 18, Oct. 12, and 3(30) : 18, Oct. 19, in which the principle of taxing literature is deplored, and incidentally the high price of books in South Africa discussed.

NIENABER, P. J. en G. S. *Geskiedenis van die Afrikaanse letterkunde vanaf die begin tot aan die einde van die 19de eeu.* Van Schaik, 1941. 361 blss. illus. 10s. 9d. Bl. 337-46 bevat 'n *Lys van Afrikaanse publikasies van die eerste periode.* Die skrywers het naastig die ou geskifte opgespoor, en in hierdie lys word allerlei besonderhede saamgevat omtrent verskillende uitgawes, oplaec, sowel as biblioteke en privaateienaars wat eksemplare besit.

NON-EUROPEAN LITERATURE. Two interesting book-lists have just come to hand :—

JOHANNESBURG. *Public Library. Books in African languages of the Union and adjacent territories.* 27 p. mimeographed. The Librarian writes : "The list . . . contains all the books in the African languages . . . in print at the end of 1940. It contains only books which I have been able to trace ; there must be many omissions. I should be pleased to receive a note of books in print which are not listed and also of out-of-print books in South African native languages which are still obtainable . . . Copies of the list may be had on application to The Librarian, Johannesburg Public Library."

HERTSLET, L. E. *List of books about South African Bantu.* 4 p.

This is a list of 80 books "intended to stimulate . . . the buying of useful books, study of our local Bantu and their problems, a better understanding of their needs and greater racial concord."

A free copy can be obtained on application to Dr. G. H. Caiger, 607 Payne's Buildings, Durban. Librarians wishing to provide their members with copies can obtain them at the rate of 6s. 6d. per 100, post free and cash with order.

SCHOOL & CHILDREN'S LIBRARY SECTION

Vol. 1

South African Library Association, Transvaal Branch

No. 4

BOOK-PRODUCTION FOR CHILDREN

by

D. H. VARLEY

So much attention has been paid during the last few years to school and children's libraries, and children's reading tastes and abilities, that the thirties may seem in retrospect to have been the most significant of the century in library history. There have been more spectacular developments, but few that have augured so well for the future of the profession; for there is no escaping the fact that the reading habits of the child form the only true and hopeful basis for effective library work.

Yet surprisingly little has been written about the physical aspect of the children's book itself—surprising, because there has been during the last decade an unmistakable rise in standards of general book-production, and an equivalent improvement in standards of appreciation among the general public of the factors that make up a well-printed book. The Penguins have done their work well; the book that is pleasantly designed need no longer be regarded as a luxury, and there is more good printing than ever before.

By the same token, one would expect the standards of children's book-production to have similarly improved. They are certainly better than they were; but they have been retarded by a fact and two habits. The fact remains—and recent studies have confirmed it—that to all but the youngest children the subject-matter of a book is all-important. His imagination is upspringing, and needs no stimulus beyond a tolerable lay-out. The "blood" need not be well-printed to be well-read and, provided that the story is absorbing and has qualities which vary with the child's own age, the physical form in which it is presented is a secondary matter.

The habits—one might almost call them social conventions—that have further retarded the popularization of well-produced children's books are the gift-book habit, and the habit of giving books as school prizes. In choosing gift-books, which might be the very means of improving both their own and their children's tastes, parents tolerate qualities of paper and printing and indifferent illustrations that they would not hesitate to condemn if they were choosing for themselves. By acquiescing in the second-best (and even, perhaps, complaining to each other, but not to the bookseller, that they can find nothing better to choose from) they condone a situation in which standards of book-production that should be the most progressive are the most conservative and at the mercy of the indiscriminating. A visit to almost any South African bookseller's children's department will confirm this awful preoccupation with the mediocre.

The school prize is another matter. One would imagine that a teacher would look upon the choosing of a school prize as a matchless opportunity for giving a child a book that he will want to read, a book pleasant in itself that will set standards in the child's own mind. Yet how few prizes are chosen in this spirit, and how many with a view to what the child ought to want to read, in a form so lasting that the day may come—who

knows—when he may actually want to read it. For one enlightened choice, how many are the stoutly-bound, elegant and frowsty volumes that sit on the family shelves like so many trophies and equally useless?

In the view of the publisher and the bookseller, the problem resolves itself into one of supply and demand. The public gets what it asks for: the market is a steady one, limited very largely by the seasons of Christmas and schoolprize days, and there is little stimulus to vary a safe line, especially if it is a profitable one. Unless, therefore, choosers of children's books are made aware of their mistakes, and shown that there is something better if only they will ask for it, there is no breaking the vicious circle. Yet it is the task and duty of librarians to break it.

What are the desiderata for a well-produced children's book? Clearly, the same as those for an adult's, good in every particular. In his *Manual of children's libraries* Sayers has a chapter on *The book as craftsmanship* which is perhaps still the best summary of its kind.¹ Paper should be of rag content, never "puffy"; never quite white but slightly cream, with a smooth but not a reflecting surface. The type should be too large rather than too small, well-spaced and evenly inked, consistent in design and free from fanciful archaisms. The margins should be placed so that the smallest margin is at the top of the page, the largest at the bottom, and the two inner margins together equal in size to each of the side margins. Illustrations should be the best available, and printed on the same paper as the rest of the book: tipped-in plates on coated art paper should be eschewed wherever possible. The sections of the book should be sewn with stout linen thread, and held by strong tapes and mull to the covers. The covers themselves should be of good board, and firmly attached to the book itself. In summary (remarks Sayers, with a further turn of practical wisdom), one should always prefer the well-made, well-printed and well-illustrated book, however plain it may be in result, to attractive book covers which may hide bad paper, poor printing and inaccurate illustrations.

Sayers' own ideal would seem to be the solid "gift-book" of the nineties—the Henty or Fenn with good paper and thread, illustrations well-set, type sharp and clear and spacious margins; olive edges to keep out the dust, covers of thick board, with bevelled edges and gold-stamped titles; an admirable five-shillingsworth, "worth twice the cost of any book that purports to rival it to-day". From the point of view of solid merit, many people would agree that such a book (of that age-group and character) has not since been rivalled. The modern boy's adventure story is a miserable production by comparison. But fashions change, and the finest children's books of to-day have virtues of rather a different kind.

In the first place, children's book-illustration has been revolutionized by recent lithographic developments. Babar and Raffy, both French in origin, have set a new standard for younger children's books, and the new cheap Puffin books, with illustrations drawn direct to the plate, point the way to the mass-produced educational and story book of quality. Winnie-the-Pooh and Ferdinand between them have done more than all the erudite to popularize books suitable for both child and parent, books produced with real artistry and taste. Perhaps the cinema has also contributed its share; though the commercialization of the Disney populace has probably done as much damage as good.

¹ see also: GUNTHERMAN, B.L. *Publishing children's books*, in WILSON, L. R., ed. *The practice of book selection, etc.* Chicago U.P. 1940. p. 209-25.

An undoubted advance has been in the production of books with photographic illustrations of familiar objects (such as *First Friends* published by the Oxford University Press)—so exactly suitable for young children that it is surprising that no-one has thought of it before. Animal books with lithographic illustrations are also being produced with a conscientious eye to the less obvious virtues of paper, print and casing. In fact, one is tempted to generalize and assert that it is the books that are also read by parents, or by parents to children, that have improved most. The school- and adventure-story type of book is still undistinguished in style and production.

If this is so, it is an encouraging sign, for the improvement in standards overseas has been due to a conscious policy aimed at the increasing sensibility of the parent who is a reader. The publishers and booksellers, by judicious advertisement, and the librarians, by intelligent book-selection, have familiarized the public with the new type of children's book, and the demand has stimulated the supply. By breaking the vicious circle they have made possible a wide sale for a good product.

In South Africa this policy is not so easy to carry out. In the first place, not more than a handful of South African booksellers take the trouble to display good modern children's books, and casual buyers choose only what they see. In the second place there is so far a comparatively small book-buying public, uninstructed in the finer points of book-production, and on the whole conservative in selection. The need is therefore all the greater for those responsible for the choice of children's books for libraries to concentrate on buying those that really are worth buying, and of making the most of them when they have bought them.

Each of the larger libraries in South Africa now has a children's section, and in several of these, model collections of children's books are being built up. In the Johannesburg Public Library a room is set aside for the purpose; at Cape Town a section of the main Reference Room in the South African Public Library has been partitioned, and is being equipped with copies of the best editions of children's classics and of lesser-known books in good editions. Parents and teachers are encouraged to use these reference collections to bring their own knowledge of children's books up-to-date.

More than one of these larger libraries has organized an Exhibition of children's books—a ready means of popularizing them, with which local booksellers are usually very ready to co-operate. Good work is also being done by libraries which organize circulating services for schools, and by bodies such as the Jagger Bequest, which presents a free quota of English books each year to schools applying for them. Yet there are still many small buyers who feel the need for informed guidance, and who can and must be reached either through the Library Association or by individual library workers.

A word must be said about children's books produced in South Africa. They suffer many of the physical defects of South African books generally—defects such as those listed by Miss Smith in her recent letter to this journal.² The economic problem of producing cheap, well-made children's books for a small market is not an easy one to solve in any case. Yet anyone with experience in children's reading, especially in rural areas, can testify to the eagerness with which Afrikaans children's books, and translations such as "Pinocchio" in particular, are read and re-read both by children and in many cases by parents . . . There is, in effect, a reading-public now being created in

²S.A.L. 8, no. 2: 88-91, Oct. 1940.

South Africa, increasingly susceptible to whatever is good or bad in book-production. For that reason alone, there is a great opportunity and a great need for ensuring that what is read shall, in the widest sense, be worth reading.

In the United States a powerful incentive to the production of better children's books has been the institution of two medals—the Newbery, given to the writer of the best conceived children's book, and the Caldecott, for the best produced work of this kind. In England the Library Association has instituted a similar prize. Is it too much to expect that the South African Library Association should also encourage publisher and author alike by conferring official recognition on work of sufficient craftsmanship?

BOOKS ABOUT LIBRARY WORK WITH CHILDREN

(concluded from page 132)

V. Classification and cataloguing

These are dealt with in outline in Sayers and Fargo listed above, but for efficient work the specific works on these subjects should be consulted. Various methods of classification are possible, but as most of the public libraries, which the pupils will use when leaving school, are classified according to the "Dewey Decimal" classification scheme, school libraries are advised to adopt this. The following simplified schedule is recommended for schools, chiefly on account of its cost:—

DEWEY, M. Abridged decimal classification; 5. ed. rev. by D. Fellows. N.Y.: Wilson, 1936. \$2.50

For those who can afford it, and who are prepared to spend a little time mastering its chief features, the full tables are recommended:—

DEWEY, M. Decimal classification; 13. ed. N.Y.: Lake Placid Club. 1932. \$12. 0

Very brief outlines of cataloguing and classification practice are given in:—

FREER, P. Outline of card cataloguing practice. Pretoria: S.A. Library Assoc. 1935. 1. 0
(Repr. from *South African libraries*)

KENNEDY, R. F. Dewey for the small library. *Ibid.* 1. 0

The material is dealt with more fully, but still clearly in:—

JOHNSON, M. F. Manual of cataloguing and classification for small school and public libraries; 3. ed. rev. and rewritten, with additions by Dorothy E. Cook. N.Y.: H. W. Wilson. 1939. \$1.50

Another very understandable little booklet, which deals with other records as well as the catalogue, is:—

MILLER, Z.K. How to organize a library; 8. ed. rev. N.Y.: Remington. 1933. gratis

Lastly we mention for reference purposes:—

SMITH, E. S. Subject headings for children's books. Chicago: American Library Assoc. 1933. \$3.40

Any cataloguer compiling a subject catalogue must have at hand a list of subject headings used, to ensure that the same word is always chosen when synonyms exist, for instance a choice must be made between "Birds" and "Ornithology". The cataloguer may compile his own list as he goes along, but a ready-made list such as the above is most useful.

This work contains an introduction on Cataloguing of children's books, which is also obtainable separately for 25cts.

VI. The Picture Collection

The building up of a collection of pictures is an extra activity which takes some time, but repays the trouble bestowed on it by its usefulness as an adjunct to teaching.

The essentials of acquiring, storing, and arranging the pictures will be found in:—

DANA, J. C. The picture collection; 4. ed. rev. by Marcelle Frebault. N.Y.: Wilson. 1929. 90 cts.

- IRELAND, N. O. The picture file in school, college and public libraries. Boston : Faxon. 1935. \$1.25
- AUSTIN, H. M. The uses and arrangement of a picture collection. (In : *South African libraries*, 5, no. 3 : 113-17, Jan. 1938).
- VII. Training for school and children's library work**
The question of training teachers for library work is at the present time under discussion by educationists and librarians in this country, and various tentative outline schemes have been drawn up. The following is a summary of requirements in America, with suggestions for local adaptation :—
- HARTMANN, E. Memorandum on library courses for teachers. (In : *Report of the Interdepartmental committee on the libraries of the Union of South Africa*. Cape Times, 1937. p. 58-64). 2. 0
 Mimeographed copies obtainable at 9d. per copy.
 For those who may wish to go deeper into the subject we mention the chief sources consulted in the compilation of the above :—
- HARRIS, M. Non-professional library instruction in teachers colleges ; repr. from *Peabody journal of education*, 12, no. 2, Sept. 1934, Nashville, Tenn : Peabody Library School. 1934. 15 cts.
- AMERICAN ASSOCIATION OF TEACHERS COLLEGES AND AMERICAN LIBRARY ASSOCIATION. *Joint committee*. How shall we educate teachers and librarians for library service in the school ? N.Y. : Columbia Univ. pr., Oxford Univ. pr. 1936. 5. 0
- FARGO, L. F. Preparation for school library work. N.Y. : Columbia Univ. pr., Oxford Univ. pr. 1936. 15. 0
- VIII. Guidance in the use of books and libraries**
These books explain, often with practice exercises, such things as : the classification arrangement ; what can be found in the catalogue and how to look for it ; the alphabetical arrangement of cards in a catalogue, words in a dictionary, articles in an encyclopaedia, etc., meaning of common abbreviations in dictionaries and encyclopaedias ; what kind of information is contained in different encyclopaedias, atlases, directories and other reference works, and how to set about finding it.
- CHAMBERS, F. W. Use of reference books. Macmillan. 1936. 1. 0
- CLEARY, F. D. Learning to use the library in the junior high school, etc. N.Y. : Wilson. 1936. 75 cts.
- MOTT, C. & BAISDEN, Leo B. The children's book on how to use books and libraries. N.Y. : Scribner. 1937. \$1.16
 This one is popularly written for children and contains quaint coloured illustrations which will appeal to the heart of any child.
- SCRIPTURE, E. and GREER, M. R. Find it yourself : a brief course in the use of books and libraries ; extensively rev. and enl. for English use by A. J. Hawkes. Gravesend : Philip. 1936. 6. 6

CORRESPONDENCE

The Honorary Editor,
South African Libraries

City of Johannesburg
Public Library,
October 4, 1940

DEAR SIR

The new By-laws for the Johannesburg Public Library were published in the Transvaal Provincial Gazette on the 18th September, 1940. I should be pleased to send copies of the By-laws, either in English or Afrikaans, to any librarian who cares to make application for them to me at the Johannesburg Public Library.

Yours faithfully,

R. F. KENNEDY,
Librarian

UITGESOGTE LYS VAN AFRIKAANSE KINDERBOEKE

Saamgestel deur

A. H. SMITH

(vervolg van bl. 96)

			s. d.
Niemeyer, S.	Lewenslus	V. Schaik	3. 9
Niemeyer, S.	Ogus : die storie van 'n mak bobbejaan	V. Schaik	4. 0
Nienaber, G. S.	Die Kalfie en ander verhale (slap band)	Nas. Pers	1. 6
Nusbaum, D.	Deric onder die Indiane : vertaal deur O. G. P. Grosskopf	V. Schaik	4. 6
Pienaar, J.	Een uur in sprokiesland en ander verhale	Nas. Pers	3. 9
Pienaar, J.	Die eensame dogtertjie	Nas. Pers	4. 3
Pienaar, J.	Gert en Babe	V. Schaik	4. 0
Pienaar, J.	Jan en die tweeling	V. Schaik	4. 0
Pienaar, J.	Lentedae	V. Schaik	6. 0
Pienaar, J.	Die meisie van die weeshuis	Nas. Pers	5. 0
Pienaar, J.	Die ou Kruithuisie en ander verhale	Nas. Pers	4. 6
Postma, R.	Krismisland : 'n storie van die stadkinders	V. Schaik	4. 0
Preller, G. S. Jr.	Op die wal van die Mahalakwena	V. Schaik	5. 0
Putnam, D.	David se reis na Groenland	V. Schaik	4. 6
Reyneke, J. M.	Kussinkies en holkies	Nas. Pers	3. 9
Rothmann, M. E.	Jong dae	Nas. Pers	5. 3
Rothmann, M. E.	Kammalanders	Nas. Pers	3. 6
Rothmann, M. E.	Kinders van die Voortrek	Nas. Pers	3. 3
Sita	Bakvissies	V. Schaik	4. 0
Sita	Boetman en Fanus	Nas. Pers	3. 0
Sita	En toe die prins kom : 'n verhaal van 'n Afrikaanse Aspoestertjie	V. Schaik	3. 6
Sita	Janette : 'n dogter wat geen dame wou word nie	Afr. Pers	5. 6
Strydom, P. J.	Op die pad van die voëls	V. Schaik	6. 0
Tannie	Kaskenades van klein Duimpie. 3 dele. per deel	V. Schaik	3. 9
Tannie	Outata Een-oog	Nas. Pers	4. 3
Tieras	Jo	Nas. Pers	5. 6
Traas	Konyn (slap band)	V. Schaik	2. 0
Troskie, S.	Totterot	Nas. Pers	3. 0
van de Hulst, W. G.	Almal katjies	Pretoria, S. Geertsema	1. 8
van de Hulst, W. G.	Bob en Bep en Brammetjie	Pretoria, S. Geertsema	1. 8
van de Hulst, W. G.	Huisie in die sneeu	Pretoria, S. Geertsema	1. 8
van de Hulst, W. G.	Kwaai Koster	Pretoria, S. Geertsema	1. 8
van Oordt, A.	Seuns van die wolke	Nas. Pers	5. 6
van Rensburg, H.	Om die vuurherd	Nas. Pers	3. 3
van Wielligh, G. R.	Dierestories. 4 dele. per deel	V. Schaik	2. 9
Walter, E.	Vier vriendinne	V. Schaik	4. 6
Wapenaar, J.	Krulkop, die wolkkindjie	V. Schaik	3. 6
Wapenaar, J.	Krulkop, kom weer (slap band)	Nas. Pers	1. 9
Wessels, A.	Moffie en sy maats	V. Schaik	5. 6
	VERSIES		
Engela, S.	Babaliedjies	V. Schaik	4. 0
Holloway, H.	Haasbekkies en ander versies	V. Schaik	2. 9
Keet, A. D.	Verspotte gediggies vir verspotte kinders	Nas. Pers	4. 3
Leipoldt, C. L.	Uitgesoekte gedigte vir jong-Suid-Afrika	V. Schaik	3. 6
Postma, H.	Ons outjies	V. Schaik	2. 9
Strydom, N. J.	Darem maar klein nog	V. Schaik	4. 0
Strydom, N. J.	Nie meer so klein nie	V. Schaik	4. 0
Traas, B.	Eenvoudige versies	Nas. Pers	5. 0
van Bruggen, J. R. L.	Poesie vir ons kleuters (slap band)	V. Schaik	3. 6
Visser, A. G.	Uit ons prille jeug	Nas. Pers	4. 9

BRIGHT MOMENTS IN THE LIFE OF THE BLOEMFONTEIN
CHILDREN'S LIBRARY

"Choose me a book please", asked an eight-year-old boy of the Librarian, "Our tastes seem to be just about the same."

Anna came running into the Children's Library. "My little brother is getting on very nicely, thank you", she declared.—"I am very pleased", said the Librarian, "I did not know he had been ill". —"Oh no, Miss, he's not been ill, he's been born."

'n Klein seuntjie ontmoet die kinderbibliotekaresse voor die kinderbiblioteek.—Seuntjie : "Hoe laat gaan die biblioteek oop?"—"Twee uur."—Seuntjie : "Maar ek is hier, en jy is hier, waarvoor sal ons wag?"

"Can I have *Little girls*", asked Joan returning *Little women*, "this book was too difficult for me".

Small boy, to little girl who is busy modelling in plasticine a head with high cheek bones and goatee beard, "Who's that?"—Little girl : "Either Smuts or Hertzog, I've forgotten which".—"It doesn't matter, they are both important", he replied.

David, looking at a portrait of Queen Elizabeth, "I don't like her, she had that man killed."—"What man, David?"—"The man she was privately engaged to".

'n Seuntjie kom die kinderbiblioteek ingedraf : "Juffrou, ek gaan nou eers my hande met seep was!"—"Dis reg, jy moet altyd jou hande mooi was voor jy in die boeke blaai."—"Nee Juffrou, ek gaan nie na die boeke kyk nie, ek gaan dorp-toe met my ma, en sy sê sy het nie seep nie en ook nie tyd nie."

Very young reader : "I want another kind of book please, my Daddy is getting very tired of fairy tales."

Margaret, after reading several books about modern, understanding, adults, "I want a book about children who are naughty, and whose parents know they are being naughty."

It was a very busy afternoon, and 8-year-old Bobbie stood by the issue desk, and said earnestly : "I want to talk to you, Miss." Books were stamped hurriedly, and a seat was found for Bobbie. General remarks were passed, and then the Librarian said : "Well, what did you want to talk to me about, Bobbie?"—"Oh anything, Miss," was the unexpected reply, "I just wanted some conversation."

'n Seuntjie wat vir 'n tydlang nie toegelaat was om boeke uit te neem omdat sy boeke altyd so vuil teruggekom het, bring eendag sy vyfjarige boetie biblioteek-toe om aan te sluit. Bibliotekaresse : Maar jy's te klein—jy kan mos nog nie lees."—"O ja, ek kan goed lees, dis mos ek wat my boetie se boeke so vuil gesmeer het".

Johnnie sniffed and sniffed, and at length the Librarian persuaded him to accept and use a paper tissue. He gave a good blow, then handed back the tissue. —"No, keep it, Johnnie", she said, "put it in your pocket in case you need to use it again.—"I can't, Miss," he replied, "there is no room in my pocket, my handkerchief fills it up quite".

UITGESOGTE LYS VAN AFRIKAANSE KINDERBOEKE

Saamgestel deur

A. H. SMITH

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Pienaar, J.	Die eensame dogtertjie	Nas. Pers	4. 3
Pienaar, J.	Gert en Babe	V. Schaik	4. 0
Pienaar, J.	Jan en die tweeling	V. Schaik	4. 0
Pienaar, J.	Lentedae	V. Schaik	6. 0
Pienaar, J.	Die meisie van die weeshuis	Nas. Pers	5. 0
Pienaar, J.	Die ou Kruithuisie en ander verhale	Nas. Pers	4. 6
Postma, R.	Krismisland : 'n storie van die stadkinders	V. Schaik	4. 0
Preller, G. S. Jr.	Op die wal van die Mahalakwena	V. Schaik	5. 0
Putnam, D.	David se reis na Groenland	V. Schaik	4. 6
Reyneke, J. M.	Kussinkies en holkies	Nas. Pers	3. 9
Rothmann, M. E.	Jong dae	Nas. Pers	5. 3
Rothmann, M. E.	Kammalanders	Nas. Pers	3. 6
Rothmann, M. E.	Kinders van die Voortrek	Nas. Pers	3. 3
Sita	Bakvissies	V. Schaik	4. 0
Sita	Boetman en Fanus	Nas. Pers	3. 0
Sita	En toe die prins kom : 'n verhaal van 'n Afrikaanse Aspoestertjie	V. Schaik	3. 6
Sita	Janette : 'n dogter wat geen dame wou word nie	Afr. Pers	5. 6
Strydom, P. J.	Op die pad van die voëls	V. Schaik	6. 0
Tannie	Kaskenades van klein Duimpie. 3 dele. per deel	V. Schaik	3. 9
Tannie	Outata Een-oog	Nas. Pers	4. 3
Tieras	Jo	Nas. Pers	5. 6
Traas	Konyn (slap band)	V. Schaik	2. 0
Troskie, S.	Totterot	Nas. Pers	3. 0
van de Hulst, W. G.	Almal katjies	Pretoria, S. Geertsema	1. 8
van de Hulst, W. G.	Bob en Bep en Brammetjie	Pretoria, S. Geertsema	1. 8
van de Hulst, W. G.	Huisie in die sneeu	Pretoria, S. Geertsema	1. 8
van de Hulst, W. G.	Kwaai Koster	Pretoria, S. Geertsema	1. 8
van Oordt, A.	Seuns van die wolke	Nas. Pers	5. 6
van Rensburg, H.	Om die vuurherd	Nas. Pers	3. 3
van Wielligh, G. R.	Dierestories. 4 dele.	per deel	V. Schaik 2. 9
Walter, E.	Vier vriendinne	V. Schaik	4. 6
Wapenaar, J.	Krulkop, die wolkkindjie	V. Schaik	3. 6
Wapenaar, J.	Krulkop, kom weer (slap band)	Nas. Pers	1. 9
Wessels, A.	Moffie en sy maats	V. Schaik	5. 6
	VERSIES		
Engela, S.	Babaliedjies	V. Schaik	4. 0
Holloway, H.	Haasbekkies en ander versies	V. Schaik	2. 9
Keet, A. D.	Verspotte gediggies vir verspotte kinders	Nas. Pers	4. 3
Leipoldt, C. L.	Uitgesoekte gedigte vir jong-Suid-Afrika	V. Schaik	3. 6
Postma, H.	Ons outjies	V. Schaik	2. 9
Strydom, N. J.	Darem maar klein nog	V. Schaik	4. 0
Strydom, N. J.	Nie meer so klein nie	V. Schaik	4. 0
Traas, B.	Eenvoudige versies	Nas. Pers	5. 0
van Bruggen, J. R. L.	Poësie vir ons kleuters (slap band)	V. Schaik	3. 6
Visser, A. G.	Uit ons prille jeug	Nas. Pers	4. 9

BRIGHT MOMENTS IN THE LIFE OF THE BLOEMFONTEIN
CHILDREN'S LIBRARY

"Choose me a book please", asked an eight-year-old boy of the Librarian, "Our tastes seem to be just about the same."

Anna came running into the Children's Library. "My little brother is getting on very nicely, thank you", she declared.—"I am very pleased", said the Librarian, "I did not know he had been ill". —"Oh no, Miss, he's not been ill, he's been born."

'n Klein seuntjie ontmoet die kinderbibliotekaresse voor die kinderbiblioteek.—Seuntjie : "Hoe laat gaan die biblioteek oop?"—"Twee uur."—Seuntjie : "Maar ek is hier, en jy is hier, waarvoor sal ons wag?"

"Can I have *Little girls*", asked Joan returning *Little women*, "this book was too difficult for me".

Small boy, to little girl who is busy modelling in plasticine a head with high cheek bones and goatee beard, "Who's that?"—Little girl : "Either Smuts or Hertzog, I've forgotten which".—"It doesn't matter, they are both important", he replied.

David, looking at a portrait of Queen Elizabeth, "I don't like her, she had that man killed."—"What man, David?"—"The man she was privately engaged to".

'n Seuntjie kom die kinderbiblioteek ingedraf : "Juffrou, ek gaan nou eers my hande met seep was!"—"Dis reg, jy moet altyd jou hande mooi was voor jy in die boeke blaai."—"Nee Juffrou, ek gaan nie na die boeke kyk nie, ek gaan dorp-toe met my ma, en sy sê sy het nie seep nie en ook nie tyd nie."

Very young reader : "I want another kind of book please, my Daddy is getting very tired of fairy tales."

Margaret, after reading several books about modern, understanding, adults, "I want a book about children who are naughty, and whose parents know they are being naughty."

It was a very busy afternoon, and 8-year-old Bobbie stood by the issue desk, and said earnestly : "I want to talk to you, Miss." Books were stamped hurriedly, and a seat was found for Bobbie. General remarks were passed, and then the Librarian said : "Well, what did you want to talk to me about, Bobbie?"—"Oh anything, Miss," was the unexpected reply, "I just wanted some conversation."

'n Seuntjie wat vir 'n tydlang nie toegelaat was om boeke uit te neem omdat sy boeke altyd so vuil teruggekom het, bring eendag sy vyfjarige boetie biblioteek-toe om aan te sluit. Bibliotekaresse : Maar jy's te klein—jy kan mos nog nie lees."—"O ja, ek kan goed lees, dis mos ek wat my boetie se boeke so vuil gesmeer het".

Johnnie sniffed and sniffed, and at length the Librarian persuaded him to accept and use a paper tissue. He gave a good blow, then handed back the tissue. —"No, keep it, Johnnie", she said, "put it in your pocket in case you need to use it again.—"I can't, Miss," he replied, "there is no room in my pocket, my handkerchief fills it up quite".

STATUS OF LIBRARIANS *

(Extract from *The Link*, No. 51, 10. Feb. 1940)*To the Editor.*

SIR,

It is not until one has left the somewhat over-shady groves of librarianship that one learns how mean has been one's status in the eyes of the ordinary man. Despite a few efforts to raise it to the level of a profession, librarianship remains all too painfully in the category of unskilled female labour. Any spavined, rachitic, adenoidal, half-baked, paranoic, sciolistic nitwit of a chit behind the counter of a two-penny circulating is The Librarian.

The business man, whose criterion is worldly success and whose influence is uncomfortably strong, has no patience with a male who hasn't the guts to find something better to do than mess about like an effeminate counter-jumper dishing out dirty books to washerwomen for a measly three quid or so a week.

Since I have been able to view the profession from the outside during the past month or two, I must reluctantly confess that I can to some degree understand the business man's point of view. There is so little in librarianship visible to an outsider of our boasted learned status. We have no equivalent to the B.M.A., the R.I.B.A., or even the N.A.L.G.O. (to mention only three successful trades unions) which might establish or maintain a decent professional status. Who, outside the profession itself, has heard of the L.A.? Or, for that matter, who, outside the profession itself, has heard of the profession as one of the professions?

I challenge you, Sir, to print this letter. But since, if there is any "after the war" for me, I shall probably dwindle back into librarianship, I prefer to sign myself as that cypher which I have become.

No. 1,234,567.

* Cf. Mr. Freer's Presidential Address, in *S.A.L.* 8: 3-6, July, 1940.

The Link, no. 55, 14. Dec. 1940, p. 4-5, quotes several passages from Mr. Freer's address

THE PRESIDENT'S "CHARGE" TO THE VACATION SCHOOL,

June 1940

"Consider what punishment shall fall upon us for the sake of this world if we have neither loved wisdom ourselves nor suffered other men to obtain it."

(Alfred the Great. Quoted from *Kings' letters from the days of Alfred to the coming Tudors*, ed. by Robert Steele. Moring, 1903. p. 2.)

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